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ABSTRACT

This report presents the Austin (Texas) Independent School District's 1985 test results on the Texas Assessment of Basic Skills (TABS). It was administered to all third, fifth, and ninth grade students and to high school students not meeting ninth grade state-set mastery criteria, the minimum competency requirement for graduation. Results are presented as percentages of students demonstrating mastery of each objective. Exit-level results also include the percentage of students mastering each test section (mathematics, reading, and writing). Mastery levels are not set for grades 3 and 5, so the average percentage of students demonstrating mastery on each objective is used as an overall score for these grades. The results are presented in five attachments: (1) the Summary Reports for each grade, which also contain demographic data such as ethnicity and special program participation; (2) results by objectives, 1980-1985; (3) results of exit level mastery, by grade and year; (4) results by ethnicity and test area, 1980-1985; and (5) school comparisons, for 1985 by grade. This is the last year of TABS testing. In 1986, the Texas Educational Assessment of Minimum Skills (TEAMS) will replace TABS. (MDE)

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GRADE 3

MATHEMATICS	STUDENTS MASTERING
Order Whole Numbers	67%
Select Units of Measure	71%
Subtract Whole Numbers	74%
Complete Number Patterns	84%
Solve Word Problems: +, -	87%
Add Whole Numbers	88%
Identify Fractional Parts	89%
Read and Write Whole Numbers	89%
Identify Values of Money	90%
Multiply Whole Numbers	92%

READING	
Identify Main Idea	68%
Sequence Events	71%
Recall Facts, Details	85%
Understand Word Structures	86%
Use Context Clues	87%
Recognize Words through Phonics	93%
Recognize Words by Sight	94%
Follow Written Directions	98%

WRITING	
Written Composition	70%
Punctuation	79%
Sentence Structure	79%
Correct English Usage	85%
Capitalization	89%
Spelling	97%
Handwriting	99%

GRADE 5

MATHEMATICS	STUDENTS MASTERING
Identify Equivalent Fractions	55%
Identify Geo. Terms/Figures	58%
Solve Word Problems: x, ÷	61%
Interpret Place Value	63%
Divide Whole Numbers	73%
Subtract Whole Numbers	78%
Multiply Whole Numbers	79%
Solve Word Problems: +, -	85%
Add Whole Numbers	87%
Select Units of Measure	90%
Order Whole Numbers	90%
Interpret Graphs	94%

READING	
Identify Main Idea	63%
Draw Conclusions	63%
Distinguish Fact, Non-Fact	64%
Predict Outcomes	64%
Recall Facts, Details	75%
Sequence Events	76%
Identify Character Feelings	80%
Follow Written Directions	87%
Use Index	88%
Use Maps, Charts	89%
Use Context Clues	95%

WRITING	
Punctuation	64%
Correct English Usage	75%
Written Composition	77%
Sentence Structure	85%
Capitalization	89%
Commonly Used Forms	91%
Spelling	98%
Handwriting	99%

GRADE 9

MATHEMATICS	STUDENTS MASTERING
Use Ratio, Proportion, Percent	50%
Solve Personal Finance Problems	54%
Use Fractions/Mixed Nos: +, -, x	70%
Solve Problems: +, -, x, ÷	73%
Use Measurement Units	79%
Use Decimals: +, -, x, ÷	81%
Determine Distance/Location on Maps	89%
Find Total Dollar Amount/Correct Change	89%
Multiply/Divide Whole Numbers	91%
Add/Subtract Whole Numbers	95%
Read, Interpret Charts/Graphs	95%

READING	
Sequence Events	69%
Make Generalizations	70%
Distinguish Fact, Non-Fact	72%
Identify Main Idea	73%
Draw Conclusions	73%
Evaluate Information	74%
Use Parts of Book	74%
Perceive Cause/Effect	77%
Use Maps, Charts	84%
Use Reference Skills	88%
Follow Written Directions	94%

WRITING	
Written Composition	61%
Correct English Usage	74%
Punctuation	83%
Sentence Structure	85%
Commonly Used Forms	88%
Spelling	92%
Capitalization	92%
Handwriting	99%

3A

FIGURE 1. 1985 TABS AT A GLANCE: PERCENTAGE OF STUDENTS MASTERING EACH OBJECTIVE

84.25

EXECUTIVE SUMMARY

TEXAS ASSESSMENT OF BASIC SKILLS, 1985

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Since 1980, the Texas Assessment of Basic Skills (TABS) has been administered statewide in grades 5 and 9. In 1981, grade 3 was added. Mathematics, reading, and writing skills were measured at each grade level. This year, 1985, was the last administration of TABS. Beginning in 1986, the Texas Educational Assessment of Minimum Skills (TEAMS) will be administered in grades 1, 3, 5, 7, 9, and to potential graduates beginning in grade 11.

MAJOR FINDINGS:

1. The majority of AISD students mastered TABS objectives in all three areas at all three grade levels.

2. Fewer AISD students mastered TABS objectives in 1985 than in 1984.

3. Across the Big Eight urban Texas districts, TABS mastery levels declined.

4. The 1985 TABS appears to have been more difficult than the 1984 edition.

5. AISD's rank among the Big Eight remained relatively stable with four ranks improving, two remaining unchanged, and three falling compared to 1984.

6. Across the six years of TABS administrations, mastery levels have increased. The greatest long-term gains were made by Hispanic and Black students. However, some of these gains were cut by 1984-to-1985 declines.

7. The shifts in difficulty level of the TABS editions from 1980 to 1985 cause considerable concern in interpreting mastery levels. (This is true for all three parts of the test, but especially so for the writing portion of TABS).

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TEXAS ASSESSMENT OF BASIC SKILLS 1985

Background

The Texas Assessment of Basic Skills (TABS) is a state-mandated test that also provides data for the information needs stated in the 1984-1985 Evaluation Design for the State Compensatory Education Program.

The TABS was administered in 1985 for the sixth consecutive year. It was administered to all students in grades 3, 5, and 9 and to students in grades 10 through 12 who had not previously demonstrated mastery on the ninth-grade TABS according to state-set criteria.

Testing was February 13 through 20. Scoring was done by National Computers Systems Information Services, a contractor for TEA, who provided Austin ISD the standard reports plus the data tape used by ORE to perform additional analyses.

The TABS results in this report are presented as the percentage of students demonstrating mastery of each objective. In addition, exit-level results include the percentage of students mastering each section of the test (mathematics, reading, and writing).

A mastery level has been set by the State Board of Education for the exit-level tests only. No mastery level has been established for grades 3 and 5. However, this report uses the average percentage of students demonstrating mastery on each objective as an overall score at grades 3 and 5.

The mastery criterion set by TEA for exit-level mathematics and reading is 30 out of 44 possible correct answers, which is lower than the score identified in AISD as equivalent to a 9.0 grade equivalent (GE) on the Tests of Achievement and Proficiency (TAP). An equating study performed at ORE using TABS and TAP yielded a TABS raw score of 36 in mathematics and 36 in reading as equivalent to the ninth-grade minimum competency requirement for graduation. This was indicative of a somewhat nigher level of difficulty than last year.

Several changes are expected in the state required testing program for the 1985-86 school year. Among the changes are these: 1) the test will be called the Texas Educational Assessment of Minimum Skills (TEAMS); 2) students in grades 1, 3, 5, 7, 9, and 11 will be required to take the test unless exempted by an ARD Committee decision; 3) the test will be more difficult, in terms of individual items as well as the overall test experience; 4) no writing composition will be included in the new exit-level test administered next year to students in grade 11; and 5) no retesting of grade 9 students who fail to meet the state criteria will occur.

HOW DID AUSTIN ISD STUDENTS PERFORM ON TABS IN 1985?

This report presents Austin ISD student performance on TABS in 1985. The summary table on the inner front cover (Figure 1) shows the TABS objectives in increasing order of the percentage of students mastering each objective.

Comparisons to Previous AISD Results describes findings about the TABS difficulty level and relates this year's results to those of previous years.

Attachment A presents the Summary Reports of all students in grades 3, 5, and 9 tested this year whose scores were valid. These reports indicate the number of students included in the summary and the percentage of these students mastering each objective in mathematics, reading, and writing. The Summary Reports also include demographic data such as:

- ethnicity,
- limited-English-proficient (LEP) students,
- special education students,
- participation in free and reduced-price meal program,
- participation in Chapter 1 Regular and Migrant Programs,
- participation in bilingual or ESL programs, and,
- participation in state gifted/talented programs.

Attachment B displays the percentage of students mastering each objective each of the years the test has been administered.

Attachment C shows the percentage of high school students demonstrating state mastery each year the test has been administered. This information is broken down by grade level and by students taking the TABS for the first time and those being retested.

A table indicating the percentage of students demonstrating mastery in each high school, as well as the ranking of the high schools, is indicated in this attachment.

Attachment D is a summary by ethnicity including the students mastering the TABS objectives in grades 3 and 5 and the percentage of students demonstrating mastery of the test in grade 9. These results as well as the gains made from year to year are presented for Black, Hispanic, and White students.

Attachment E presents the percentage of students at each campus mastering each objective at grades 3, 5, and 9, as well as the percentage of students mastering each objective who were at the same junior high for two consecutive years, and who took the TABS in grade 9 this year.

Comparisons to Previous AISD Results

Clearly AISD's 1985 scores are lower than the 1984 scores. Why? Three major factors must be considered in answering this question.

- Students. Do our students have lower skills than those tested last year? Standardized achievement test results reported in 1984-85 Student Achievement (publication number 84.58) indicate that student skills levels have changed little, but the changes are downward in grade 3 and upward in grades 5 and 9--just the opposite of the trend observed on TABS.

- Instruction. Did our instruction wane such that TABS skills were not emphasized as much? The opposite appears to have been evident. More emphasis and effort was directed toward TABS skills this year.

- Test Difficulty. Did the difficulty level of the tests increase? Yes--the TABS tests this year appear to have been more difficult. There were more difficult pilot items on this year's tests in preparation for next year's TEAMS tests. Although not scored, these extra difficult items made the tests longer and more of a challenge for the students. At grade 9, ORE's annual equating study with TABS and TAP (our standardized achievement test) showed this year's TABS tests to be more difficult by one item in mathematics and three items in reading. This means that the same student taking both the 1984 and 1985 TABS would be able to answer three fewer items on the 1985 TABS in reading.

Because the TABS increased in difficulty, it is inappropriate to compare directly our District's results with past years'. However, one comparison we can make at this time is with the other seven urban districts that make up the Big Eight (see the figures on the following page).

	One-Year Difference		Long-Term Difference	
Grade 3	AISD	BIG 8	AISD	Big 8
Mathematics	1	-1	10	11
Reading	-4	-3	7	10
Writing	-2	-2	5	4
Grade 5				
Mathematics	-3	-3	6	13
Reading	-4	-4	2	9
Writing	-3	-2	-2	2
Grade 9				
Mathematics Total	-1	1	8	16
Reading Total	-8	-9	6	9
Writing Total	-6	-6	1	7

The long-term difference at grade 3 reflects a five-year change, as the TABS was not administered to third graders until 1981. At grades 5 and 9, this is a six-year change.

Figure 2: CHANGES IN THE PERCENTAGES OF STUDENTS MASTERING TABS OBJECTIVES OVER TIME FOR AISD AND THE BIG EIGHT URBAN DISTRICTS

Grade 3	1984	1985	Change in Rank
Mathematics	6	5	+1
Reading	1	2	-1
Writing	2	2	0
Grade 5			
Mathematics	6	5	+1
Reading	2	1	+1
Writing	2	2	0
Grade 9			
Mathematics	3	4	-1
Reading	3	2	+1
Writing	3	4	-1

Figure 3. AISD's RANKING RELATIVE TO OTHER URBAN DISTRICTS IN TEXAS

As noted above, comparisons between this year's TABS results and those of previous years is questionable due to the changes in test difficulty. However, the following observations may be helpful, provided this caution is borne in mind.

- The six-year trend continues to be one of improved TABS performance, in contrast to the decrease which occurred from last year to this.

- The percentage of grade 3 students who mastered each TABS objective increased for the second year in a row in mathematics, by one percentage point to 83%; decreased by four percentage points to 85% in reading; and decreased by two percentage points to 85% in writing.

- Grade 5 mastery levels decreased by three percentage points to 76% in mathematics, by four percentages to 77% in reading, and by two in writing to 85%.

- Grade 9 mastery levels on the tests were down by one percentage point in mathematics to 80%, by eight in reading to 78%, and by six in writing to 60%.

- The writing scores traditionally have shown the most fluctuation annually due to scoring difficulties, past changes in scoring criteria, and annual changes in the topics students are to address. This year the criteria were the same as those used in 1984, and the writing scores showed less of a change in grades 3, 5, and 9 than did the reading scores. Caution still must be used in interpreting writing scores, however.

- While all students tested generally showed decreased levels of mastery, minority students' performance sometimes dropped more than those of their White peers--especially on the exit-level reading and writing tests.

Changes to Anticipate in the State-Required Testing

New legislation has been enacted which pertains to the state-required testing program. Among the main differences are these:

- the name has been changed to the Texas Educational Assessment of Minimum Skills (TEAMS);

- the test will be more difficult;

- students will not receive diplomas unless they have passed both the mathematics and reading sections of the exit-level TEAMS at the state mastery level;

- students in grades 1, 3, 5, 7, 9, and 11-12 will be required to take the TEAMS, but retesting will occur only for students in grade 11 who haven't met the state mastery level (e.g., there will be no retesting of grade 9 students).

ATTACHMENT A
TABS
Summary Reports

- Grades 3, 5, and 9
  Test Results

- Demographic Data

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE MAY 1985
DATE OF TESTING FEBRUARY 1985
GRADE 03

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.READ AND WRITE WHOLE NUMBERS	3712	89	471
	2.ORDER WHOLE NUMBERS	2816	67	1367
	3.ADD WHOLE NUMBERS	3708	88	483
	4.SUBTRACT WHOLE NUMBERS	3113	74	1078
	5.SOLVE WORD PROBLEMS: +, -	3642	87	541
	6.COMPLETE NUMBER PATTERNS	3527	84	656
	7.MULTIPLY WHOLE NUMBERS	3863	92	320
	8.IDENTIFY FRACTIONAL PARTS	3742	89	441
	9.IDENTIFY VALUES OF MONEY	3746	90	437
	10.SELECT UNITS OF MEASURE	2979	71	1204
	STUDENTS TESTED: 4183			
READING	1.IDENTIFY MAIN IDEA	2823	68	1343
	2.RECALL FACTS, DETAILS	3538	85	628
	3.SEQUENCE EVENTS	2965	71	1201
	4.FOLLOW WRITTEN DIRECTIONS	4074	98	92
	5.RECOGNIZE WORDS THROUGH PHONIC ANALYSIS	3870	93	296
	6.USE CONTEXT CLUES	3617	87	549
	7.UNDERSTAND WORD STRUCTURES	3586	86	580
	8.RECOGNIZE WORDS BY SIGHT	3929	94	237
	STUDENTS TESTED: 4166			
WRITING	1.SPELLING	4034	97	122
	2.PUNCTUATION	3301	79	855
	3.CAPITALIZATION	3710	89	446
	4.CORRECT ENGLISH USAGE	3547	85	609
	5.SENTENCE STRUCTURE	3296	79	860
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS APPROP. RESPONSE TO TOPIC % R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0 1 8 61 29 1			
	HANDWRITING % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE 99 0 0 1 STUDENTS TESTED: 4156			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	4286	
Number Not Tested	174	
The following data are based on NUMBER OF STUDENTS TESTED	NUMBER 4288	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	28	0
Asian or Pacific Islander	108	2
Black	769	18
Hispanic	1328	31
White	1991	47
FREE/REDUCED PRICE MEAL PROGRAM	1521	36
CHAPTER I REGULAR PROGRAM	465	11
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	38	1
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	53	1
Neither eligible nor participating	4189	98
LIMITED ENGLISH PROFICIENCY	256	6
BILINGUAL / ESL PROGRAMS		
Bilingual Program	207	5
English as a Second Language Program	29	1
SPECIAL EDUCATION		
Learning Disability	176	4
Emotionally Disturbed	36	1
Speech Handicapped	89	2
Visually Handicapped using braille test	3	0
Visually Handicapped using large print test	2	0
Visually Handicapped using regular test	1	0
Other handicapping condition	17	0
Non special education students	3919	93
STATE GIFTED/TALENTED PROGRAM	598	14

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 05

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.IDENTIFY GEOMETRIC TERMS, FIGURES	2326	58	1682
	2.INTERPRET PLACE VALUE	2518	63	1490
	3.ADD WHOLE NUMBERS	3476	87	532
	4.SUBTRACT WHOLE NUMBERS	3117	78	891
	5.MULTIPLY WHOLE NUMBERS	3176	79	832
	6.DIVIDE WHOLE NUMBERS	2918	73	1090
	7.SOLVE WORD PROBLEMS: +, -	3398	85	610
	8.SOLVE WORD PROBLEMS: x, ÷	2435	61	1573
	9.SELECT UNITS OF MEASURE	3626	90	382
	10.INTERPRET GRAPHS	3752	94	256
	11.IDENTIFY EQUIVALENT FRACTIONS	2198	55	1810
	12.ORDER WHOLE NUMBERS	3588	90	420
	STUDENTS TESTED: 4008			
READING	1.IDENTIFY MAIN IDEA	2498	63	1494
	2.RECALL FACTS, DETAILS	2997	75	995
	3.SEQUENCE EVENTS	3032	76	960
	4.DISTINGUISH FACT, NON-FACT	2564	64	1428
	5.DRAW CONCLUSIONS	2527	63	1465
	6.PREDICT OUTCOMES	2551	64	1441
	7.USE CONTEXT CLUES	3798	95	194
	8.USE INDEX	3500	88	492
	9.USE MAPS, CHARTS	3545	89	447
	10.FOLLOW WRITTEN DIRECTIONS	3466	87	526
	11.IDENTIFY CHARACTER FEELINGS	3210	80	782
	STUDENTS TESTED: 3992			
WRITING	1.SPELLING	3908	98	82
	2.PUNCTUATION	2561	64	1429
	3.CAPITALIZATION	3533	89	457
	4.CORRECT ENGLISH USAGE	3012	75	978
	5.SENTENCE STRUCTURE	3398	85	592
	6.COMMONLY USED FORMS	3644	91	346
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS APPROP. RESPONSE--PURPOSE/AUDIENCE % R.S.OF 4: 2 % R.S.OF 3: 22 % R.S.OF 2: 53 % R.S.OF 1: 22 % R.S.OF 0: 1			
	HANDWRITING % ACCEPTABLE: 99 % HARD TO READ: 0 % ILLEGIBLE: 0 % NOT RATABLE: 1			
	STUDENTS TESTED: 3990			

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	4151	
Number Not Tested	120	
The following data are based on NUMBER OF STUDENTS TESTED	NUMBER 4031	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	12	0
Asian or Pacific Islander	93	2
Black	803	20
Hispanic	1188	29
White	1935	48
FREE/REDUCED PRICE MEAL PROGRAM	1324	33
CHAPTER I REGULAR PROGRAM	352	9
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	6	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	13	0
Neither eligible nor participating	4012	100
LIMITED ENGLISH PROFICIENCY	203	5
BILINGUAL / ESL PROGRAMS		
Bilingual Program	139	3
English as a Second Language Program	29	1
SPECIAL EDUCATION		
Learning Disability	197	5
Emotionally Disturbed	35	1
Speech Handicapped	56	1
Visually Handicapped using braille test	1	0
Visually Handicapped using large print test	0	0
Visually Handicapped using regular test	0	0
Other handicapping condition	3	0
Non special education students	3780	94
STATE GIFTED/TALENTED PROGRAM	462	11

TEXAS ASSESSMENT OF BASIC SKILLS
SUMMARY REPORT

ALL STUDENTS

REPORT DATE: MAY 1985
DATE OF TESTING: FEBRUARY 1985
GRADE: 09-EXIT LEVEL

DISTRICT: 227-901 AUSTIN ISD

BASIC SKILLS AREAS	OBJECTIVES	MASTERING NUMBER	MASTERING PERCENT	NOT MASTERING NUMBER
MATHEMATICS	1.ADD/SUBTRACT WHOLE NUMBERS	4595	95	228
	2.MULTIPLY/DIVIDE WHOLE NUMBERS	4391	91	432
	3.SOLVE PROBLEMS: +, -, x, ÷	3505	73	1318
	4.USE FRACTIONS/MIXED NOS: +, -, x	3391	70	1432
	5.USE DECIMALS: +, -, x, ÷	3893	81	930
	6.SOLVE PERSONAL FINANCE PROBLEMS	2608	54	2215
	7.FIND TOTAL DOLLAR AMOUNT/CORRECT CHANGE	4310	89	513
	8.USE MEASUREMENT UNITS	3825	79	998
	9.USE RATIO/PROPORTION/PERCENT	2428	50	2395
	10.DETERMINE DISTANCE/LOCATION ON MAPS	4270	89	553
	11.READ, INTERPRET CHARTS/GRAPHS	4564	95	259
	STUDENTS TESTED: 4823 TOTAL MATHEMATICS:	3878	80	945
READING	1.IDENTIFY MAIN IDEA	3539	73	1277
	2.SEQUENCE EVENTS	3318	69	1498
	3.PERCEIVE CAUSE-EFFECT	3725	77	1091
	4.EVALUATE INFORMATION	3564	74	1252
	5.DISTINGUISH FACT, NON-FACT	3463	72	1353
	6.DRAW CONCLUSIONS	3505	73	1311
	7.MAKE GENERALIZATIONS	3375	70	1441
	8.FOLLOW WRITTEN DIRECTIONS	4542	94	274
	9.USE PARTS OF BOOK	3541	74	1275
	10.USE REFERENCE SKILLS	4253	88	563
	11.USE MAPS, CHARTS	4039	84	777
	STUDENTS TESTED: 4816 TOTAL READING:	3773	78	1043
WRITING	1.SPELLING	4419	92	396
	2.PUNCTUATION	4008	83	807
	3.CAPITALIZATION	4440	92	375
	4.CORRECT ENGLISH USAGE	3582	74	1233
	5.SENTENCE STRUCTURE	4104	85	711
	6.COMMONLY USED FORMS	4245	88	570
	WRITTEN COMPOSITION ORGANIZATION OF IDEAS APPROP. RESPONSE--PURPOSE/AUDIENCE % R.S.OF 4 % R.S.OF 3 % R.S.OF 2 % R.S.OF 1 % R.S.OF 0 1 8 52 37 2			
	HANDWRITING % ACCEPTABLE % HARD TO READ % ILLEGIBLE % NOT RATABLE 99 0 0 1			
	STUDENTS TESTED: 4815 TOTAL WRITING:	2871	60	1944

GROUP CHARACTERISTICS		
TOTAL ENROLLMENT	5585	
Number Not Tested	704	
The following data are based on NUMBER OF STUDENTS TESTED	NUMBER 4881	PERCENT 100
ETHNIC COMPOSITION		
American Indian or Alaskan Native	11	0
Asian or Pacific Islander	110	2
Black	911	19
Hispanic	1160	24
White	2689	55
FREE/REDUCED PRICE MEAL PROGRAM	665	14
CHAPTER I REGULAR PROGRAM	2	0
CHAPTER I MIGRANT PROGRAMS		
Language Arts Program	2	0
Mathematics Program	0	0
Oral Language Development Program	0	0
Eligible but not participating	0	0
Neither eligible nor participating	4879	100
LIMITED ENGLISH PROFICIENCY	94	2
BILINGUAL / ESL PROGRAMS		
Bilingual Program	1	0
English as a Second Language Program	73	1
SPECIAL EDUCATION		
Learning Disability	254	5
Emotionally Disturbed	36	1
Speech Handicapped	11	0
Visually Handicapped using braille test	0	0
Visually Handicapped using large print test	3	0
Visually Handicapped using regular test	0	0
Other handicapping condition	7	0
Non special education students	4582	94
STATE GIFTED/TALENTED PROGRAM	0	0

ATTACHMENT B
TABS

AISD Results by Objectives
1980 - 1985

. Grades 3, 5, and 9

. Mathematics, Reading, and Writing

84.25

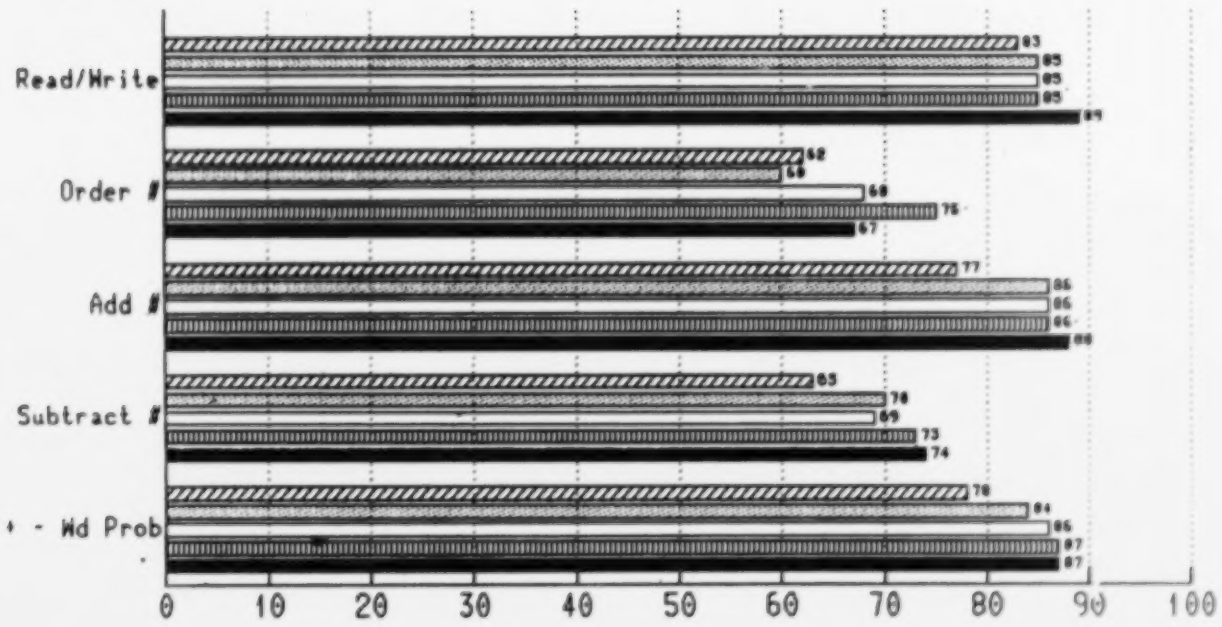


FIGURE 1, PART 1. MATHEMATICS GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 THROUGH 1985.

Code	Objective
Read/Write	Read and write four-digit numbers (word or numerical form)
Order #	Arrange a group of three whole numbers from the greatest to least and least to greatest (up to three digits)
Add #	Find the sum of one-, two-, or three-digit numbers, with two or three addends, with or without regrouping
Subtract #	Subtract numbers having as many as three digits, with or without regrouping
+ - Wd Prob	Solve word problems involving addition or subtraction of whole numbers

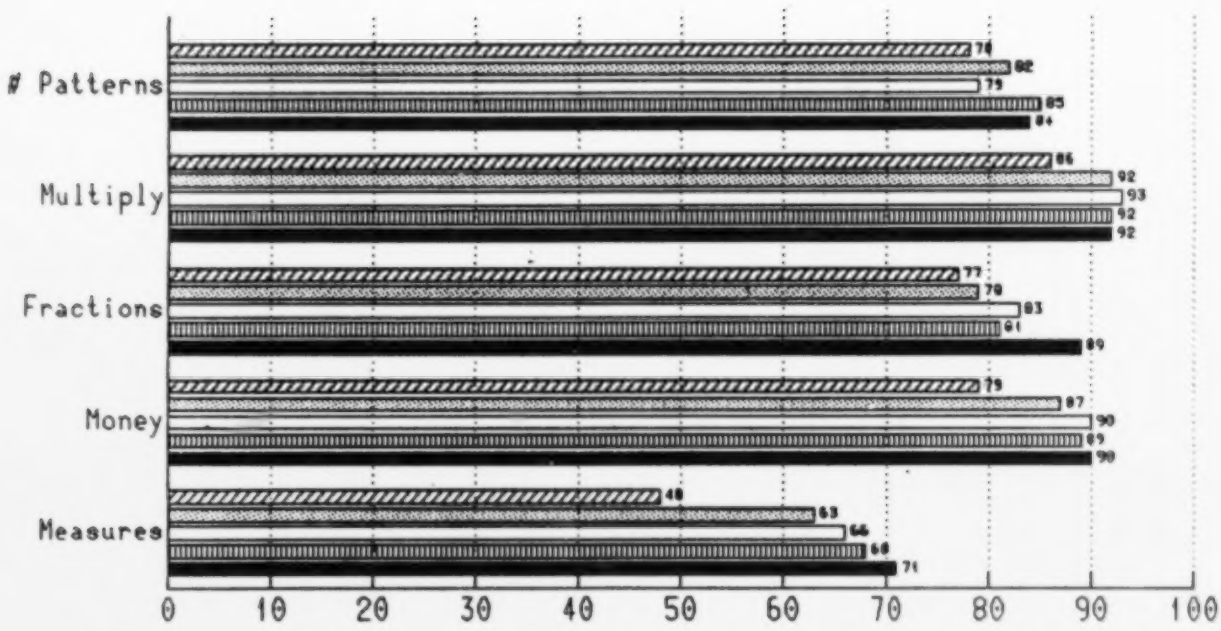


FIGURE 1, PART 2. MATHEMATICS GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 THROUGH 1985.

Code	Objective
# Patterns	Complete number patterns involving multiples of two, three, four, five, and ten
Multiply	Find the product of two one-digit numbers with one factor less than six
Fractions	Write a fraction to tell what part of a whole is illustrated, using halves, thirds, or fourths
Money	State the value (up to $5.00) of a given set of coins and bills
Measures	Select the unit of measurment needed to determine weight/mass, liquid volume, length, and time

84.25

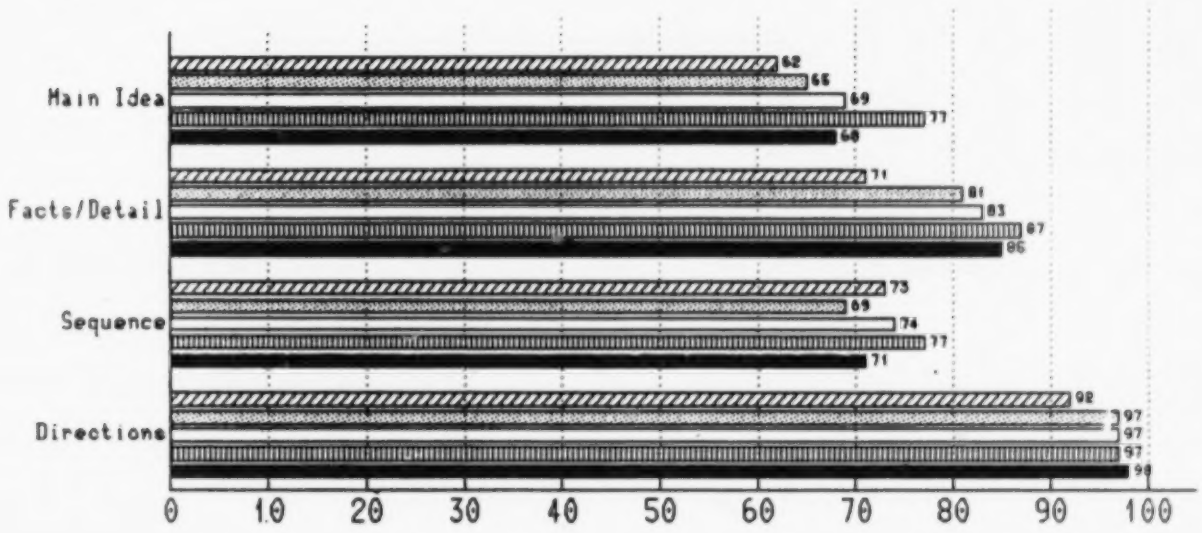


FIGURE 2, PART 1. READING GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 THROUGH 1985.

Code	Objective
Main Idea	Identify the main idea
Facts/Detail	Comprehend accurately the details in a reading selection
Sequence	Arrange a list of events in sequential order
Directions	Follow a set of written directions

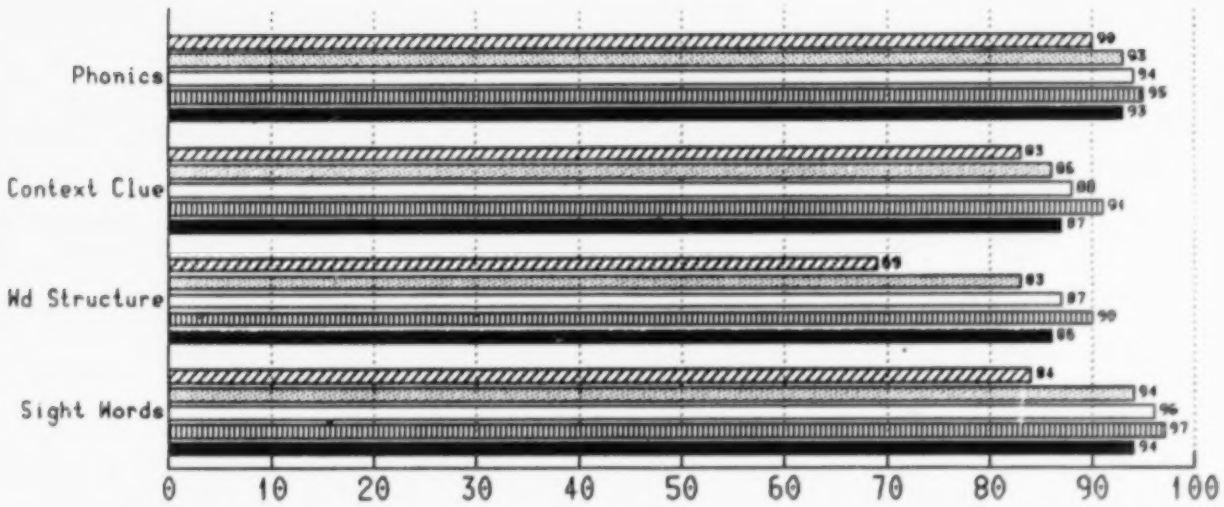


FIGURE 2, PART 2. READING GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 THROUGH 1985.

Code	Objective
Phonics	Recognize words through phonic analysis
Context Clue	Use context clues
Wd Structure	Use word structure to identify words
Sight Words	Recognize words by sight

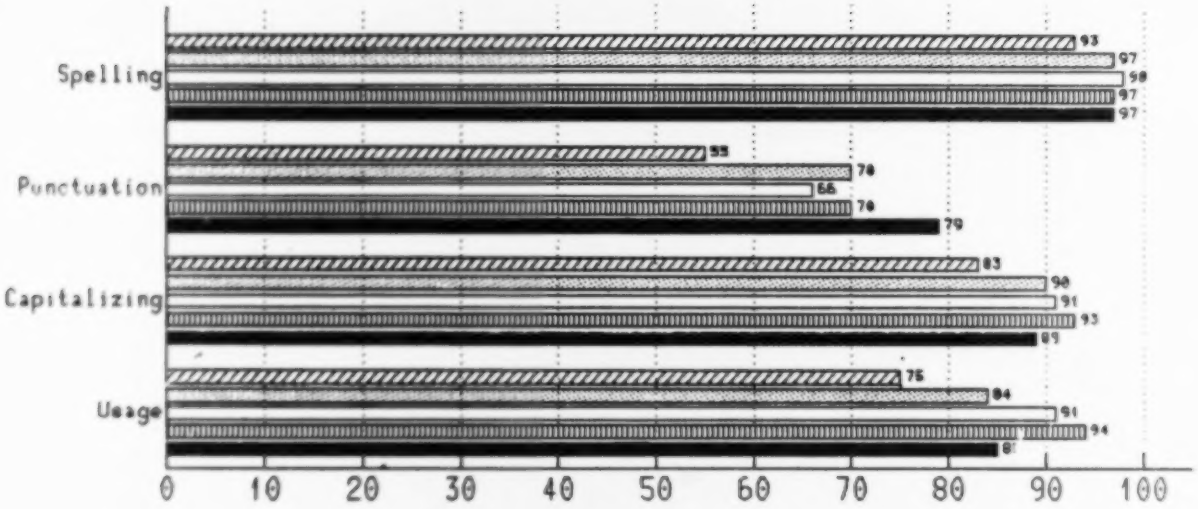


FIGURE 3, PART 1. WRITING GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 THROUGH 1985.

Code	Objective
Spelling	Demonstrate the correct spelling of commonly used words (e.g., Dolch word list)
Punctuation	Demonstrate knowledge of standard punctuation
Capitalizing	Demonstrate knowledge of standard use of capitalization (only first word in a sentence, pronoun "I," and names of persons)
Usage	Demonstrate knowledge of correct English usage (past or present tense, subject and verb, regular and irregular verbs)

84.25

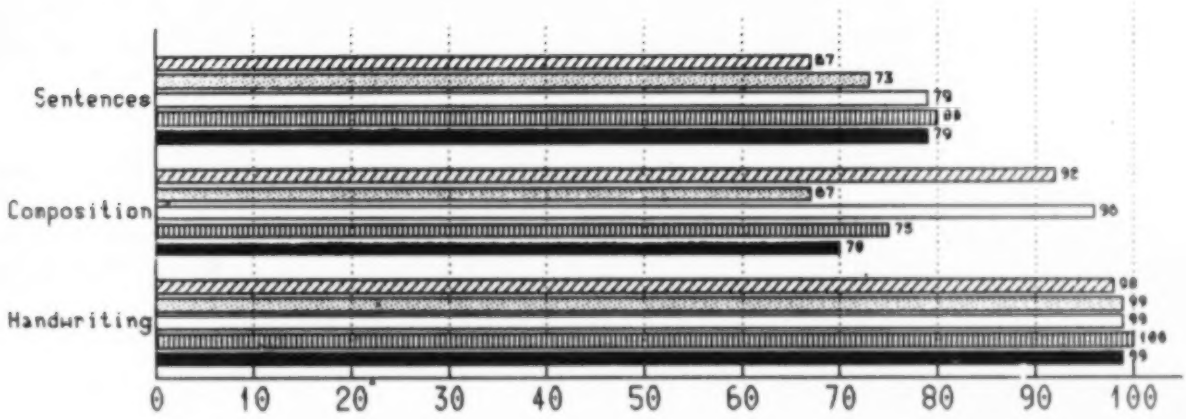
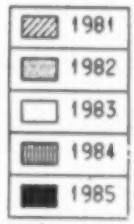


FIGURE 3, PART 2. WRITING GRADE 3
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1981 THROUGH 1985.



Code	Objective
Sentences	Identify a complete sentence
Composition	Organize ideas in writing (sequence events, ideas, or other information)
	Respond appropriately to the topic specified in the stimulus
Handwriting	Use legible handwriting for effective communication

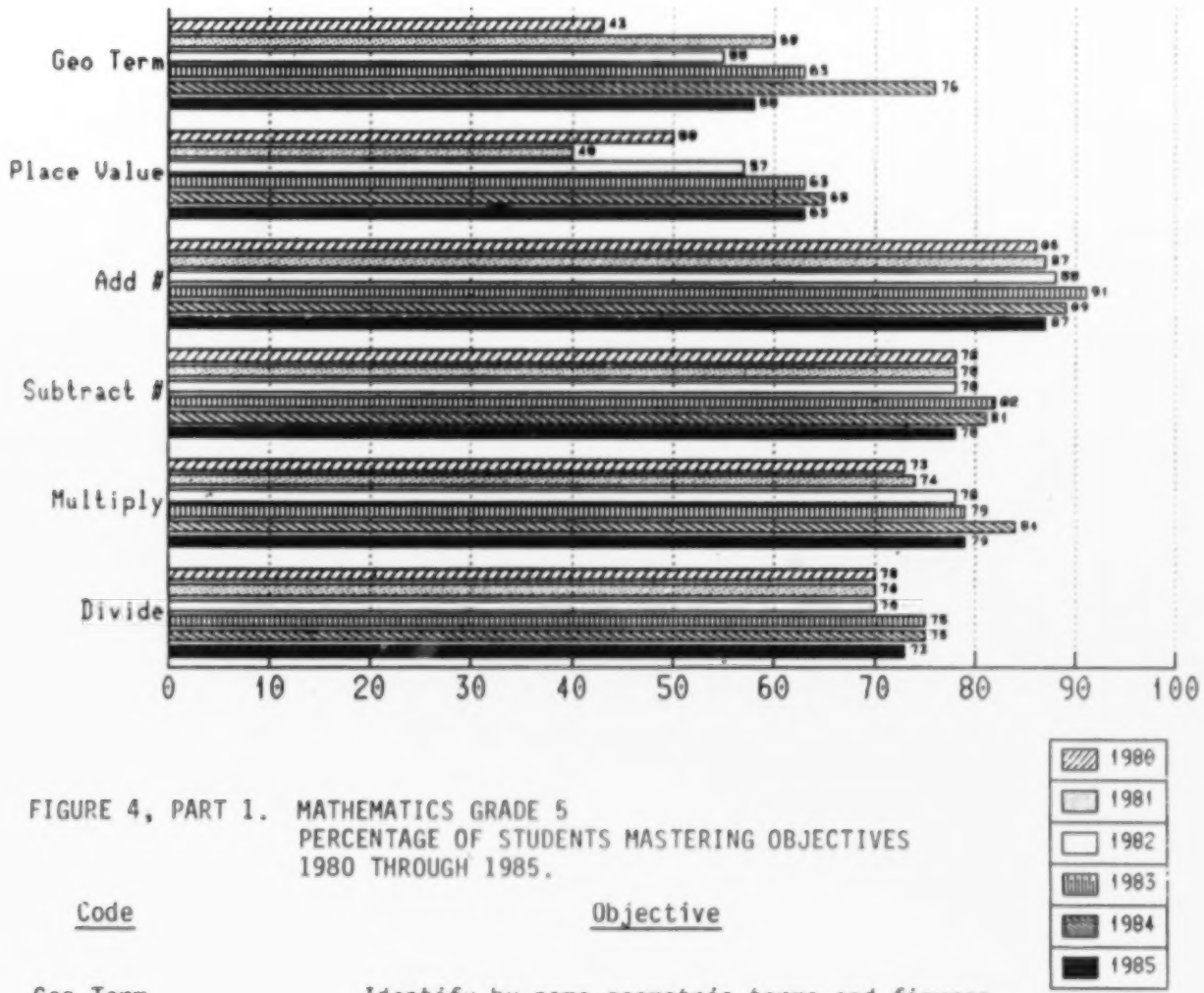


FIGURE 4, PART 1. MATHEMATICS GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Geo Term	Identify by name geometric terms and figures
Place Value	Demonstrate the ability to interpret place value
Add #	Add a column of numbers where regrouping is required
Substract #	Perform subtraction using whole numbers with regrouping
Multiply	Multiply a whole number less than 1,000 by a whole number less than 100 where regrouping is necessary
Divide	Find a quotient with or without remainders

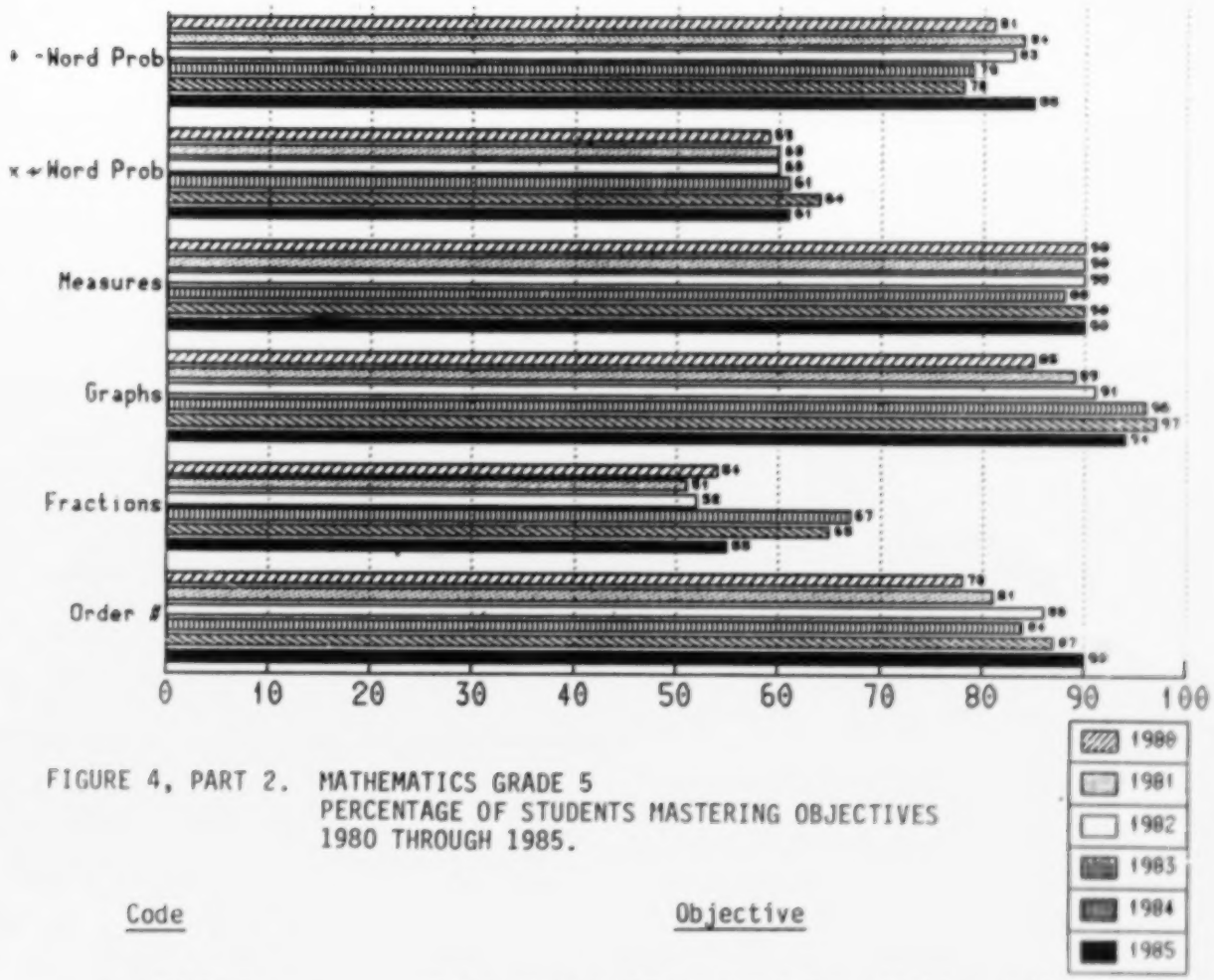


FIGURE 4, PART 2. MATHEMATICS GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
+ - Wd Prob	Solve word problems involving addition and/or subtraction using whole numbers and/or decimals involving money
x ÷ Wd Prob	Solve word problems involving multiplication and division of whole numbers
Measures	Select the unit of measurment needed to determine weight/mass, liquid volume, length, temperature, time
Graphs	Read and interpret mathematical information displayed on graphs
Fractions	Use pictorial models to identify equivalent fractional parts of objects or sets of objects
Order #	Arrange a group of whole numbers from largest to smallest or from smallest to largest

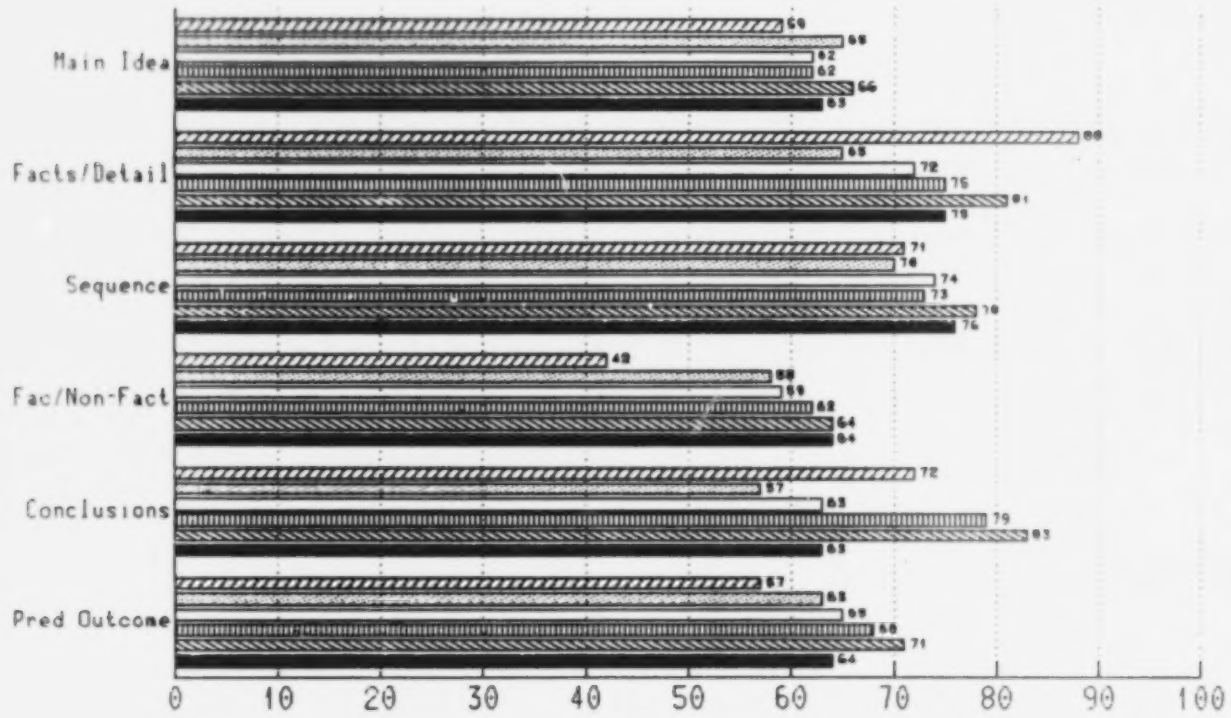


FIGURE 5, PART 1. READING GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Main Idea	Identify the main idea
Facts/Detail	Recall specific facts and details
Sequence	Arrange a list of events in sequential order
Fac/Non-Fact	Distinguish between fact and non-fact (opinion)
Conclusions	Draw logical conclusions
Pred Outcome	Predict probable future actions or outcomes

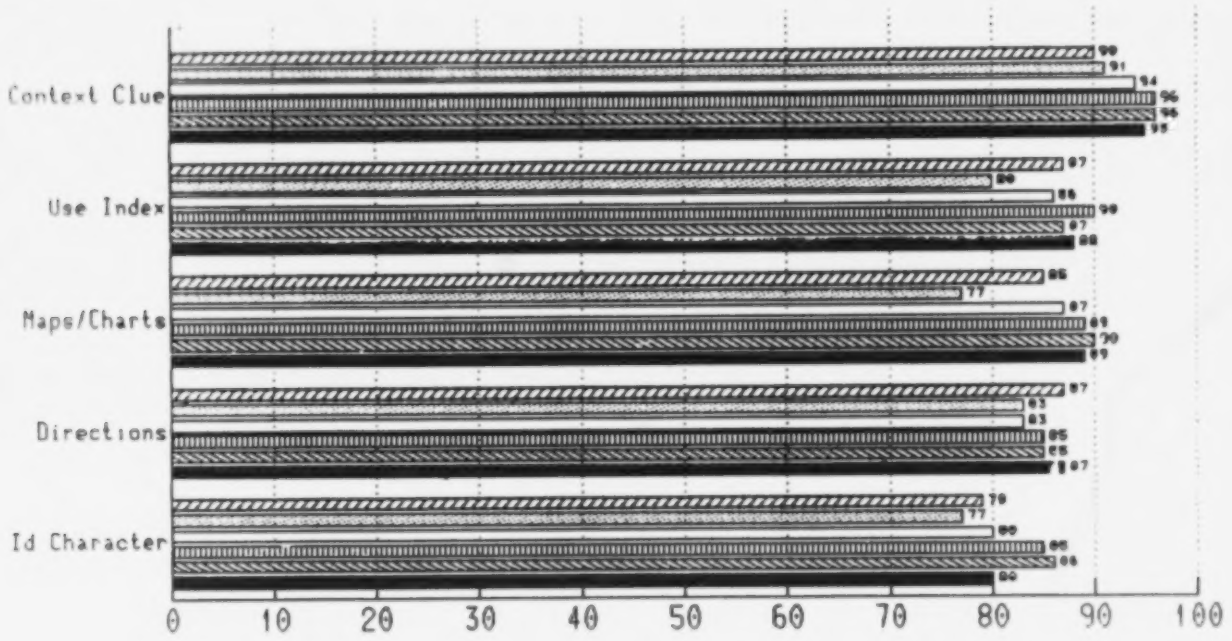


FIGURE 5, PART 2. READING GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Context Clue	Use context to understand the meaning of words
Use Index	Use an index to locate information
Maps/Charts	Use maps and charts, graphs, and schedules to get information
Directions	Follow a set of written directions
ID Character	Explain and relate to the feelings and emotions of characters

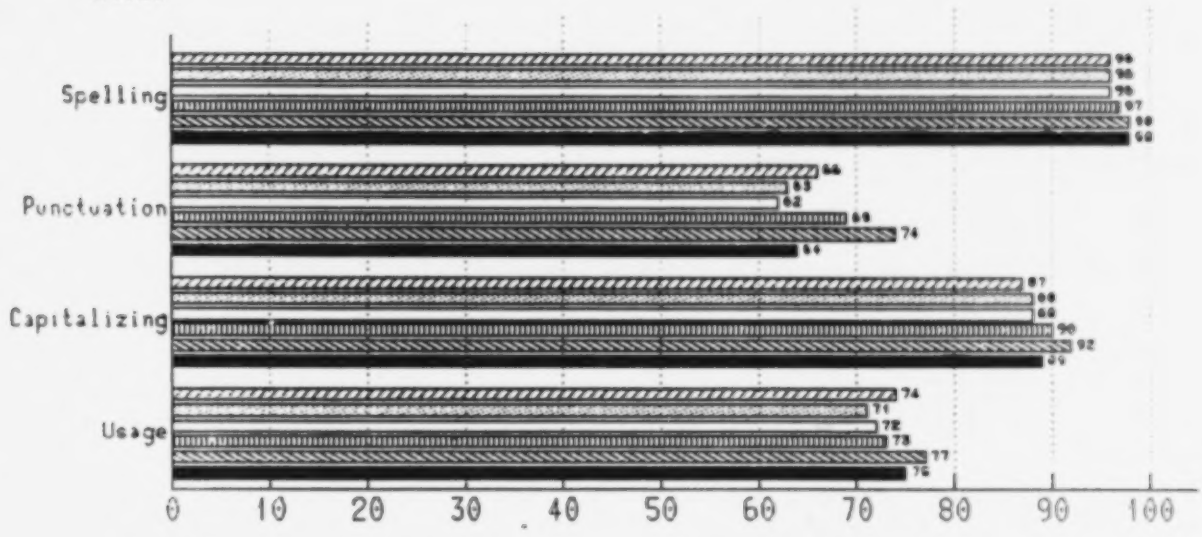


FIGURE 6, PART 1. WRITING GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Spelling	Demonstrate the correct spelling of commonly used words
Punctuation	Demonstrate a knowledge of standard punctuation (only period at end of sentence, question mark at end of question, comma between day and year, city and state, words in a series, and apostrophe in contractions)
Capitalizing	Demonstrate knowledge of standard uses of capitalization (only first word in a sentence, pronoun "I," name of persons, days of week, and months)
Usage	Demonstrate knowledge of correct English usage (subject/verb agreement, correct form for all regular verbs, commonly used irregular verbs, "to be," and correct form of "a" and "an")

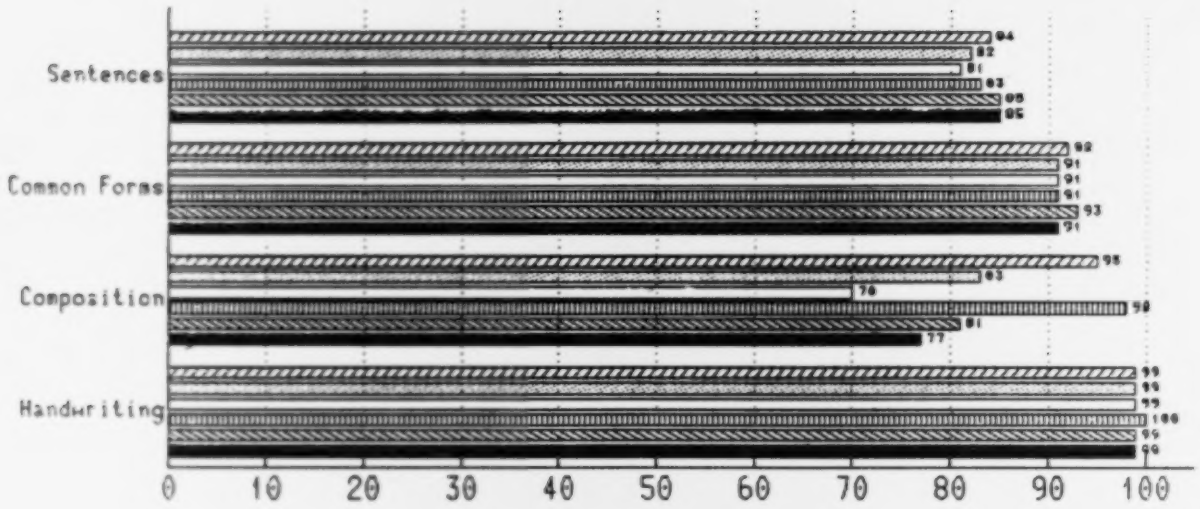


FIGURE 6, PART 2. WRITING GRADE 5
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Sentences	Demonstrate the ability to control sentence structure
Common Forms	Demonstrate the ability to complete commonly used forms (e.g., library card)
Composition	Organize ideas in writing
	Respond appropriately to purpose and audience in a given writing situation
Handwriting	Use legible handwriting for effective communication

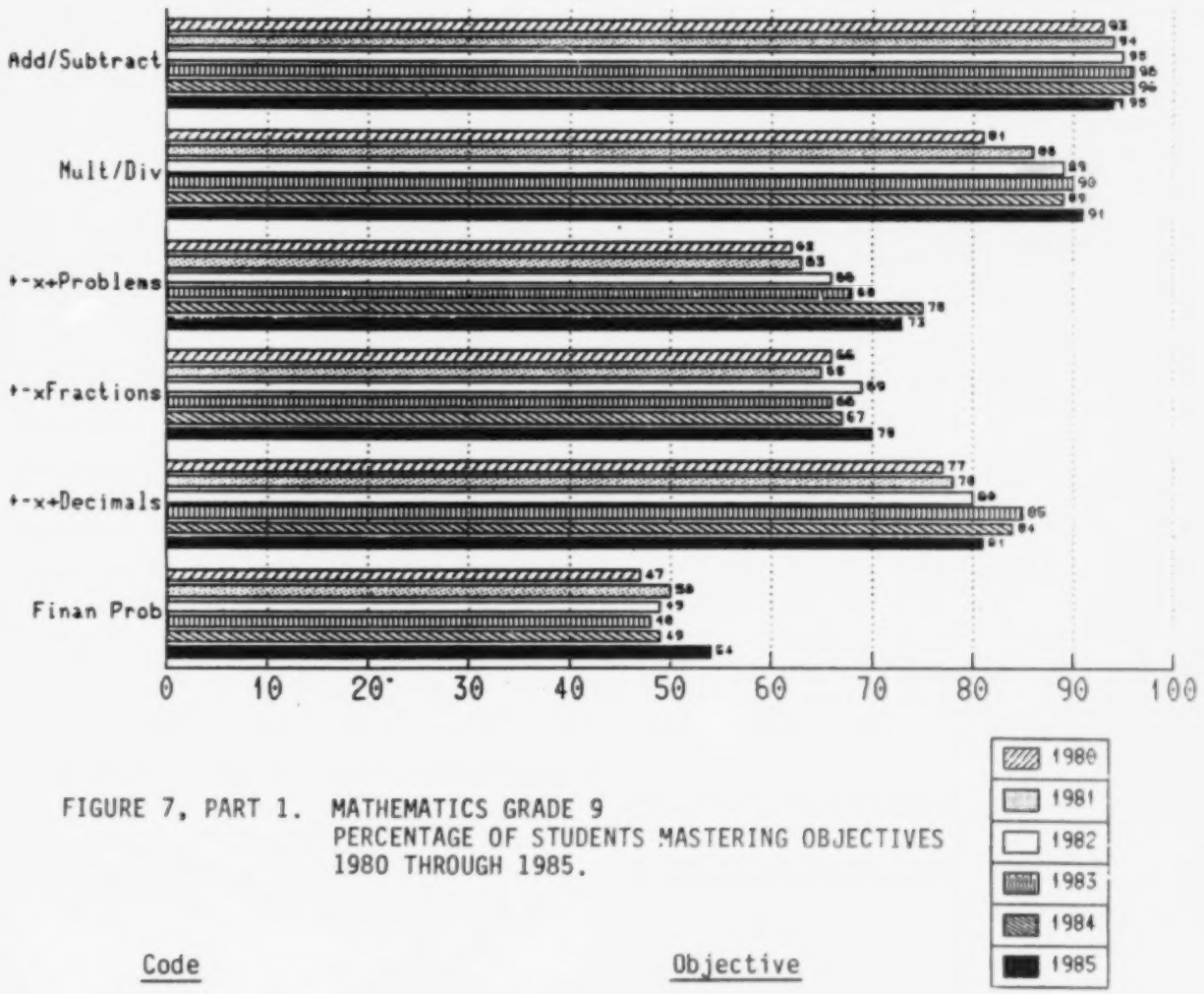


FIGURE 7, PART 1. MATHEMATICS GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Add/Subtract	Add and subtract whole numbers where regrouping is required
Mult/Div	Multiply and divide whole numbers
+ - x ÷ Problems	Solve problems using the basic operations
+ - x Fractions	Add, subtract, and multiply fractions and mixed numbers
+ - x ÷ Decimals	Add or subtract, multiply, and divide decimal fractions
Finan Prob	Solve problems involving income, banking, cost comparisons, and taxes

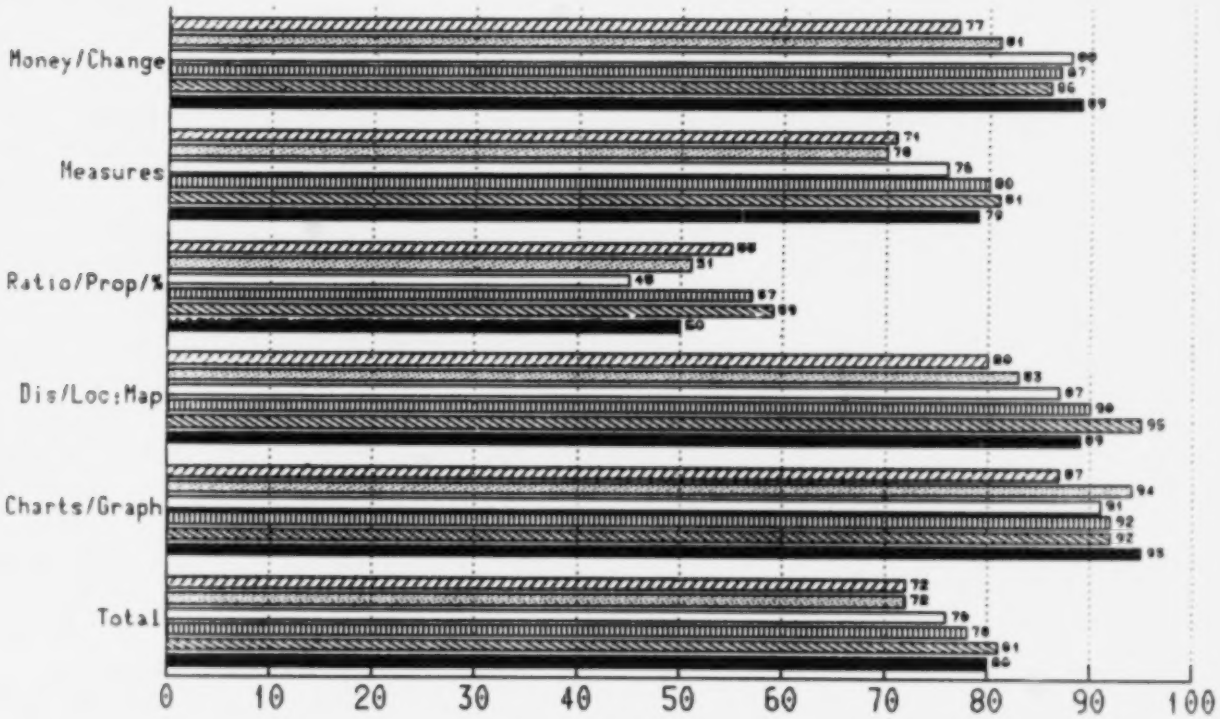


FIGURE 7, PART 2. MATHEMATICS GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Money/Change	Determine total dollar amounts and/or correct change from a specified amount
Measures	Use the basic operations to solve problems involving measures
Ratio/Prop/%	Solve problems involving ratios, proportions, and percents
Dis/Loc:Map	Use maps to determine approximate distances or locations
Cnarts/Graph	Read and interpret mathematical information from a chart or graph
Total	Total test mastery

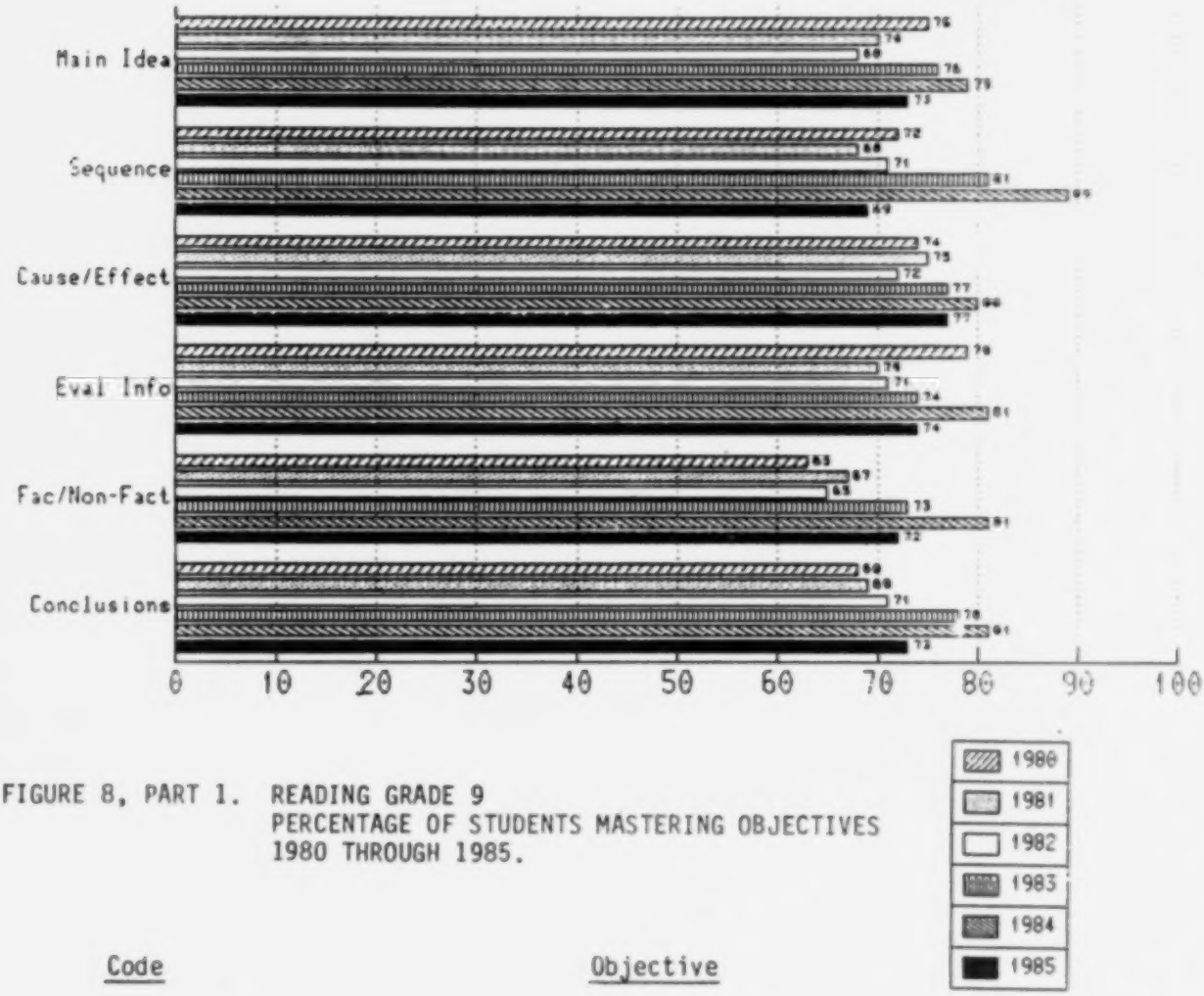


FIGURE 8, PART 1. READING GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Main Idea	Identify the main idea
Sequence	Arrange a list of events in sequence
Cause/Effect	Perceive cause-and-effect relationship
Eval Info	Evaluate and make judgments on the basis of information given
Fac/Non-Fact	Distinguish between fact and non-fact
Conclusions	Make inferences and draw logical conclusions

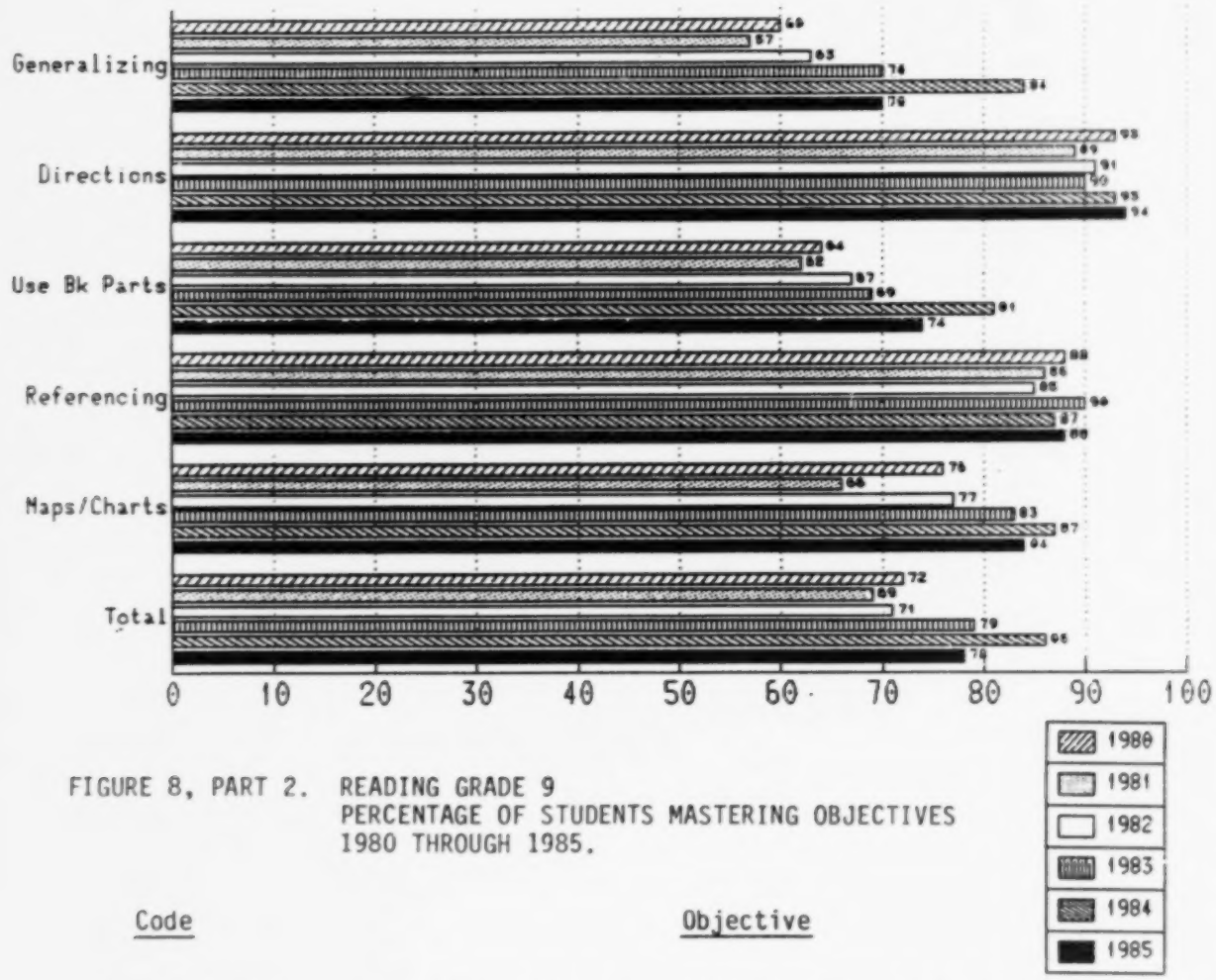


FIGURE 8, PART 2. READING GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Generalizing	Arrive at a generalization from a given series of details and/or assumptions
Directions	Follow written directions involving subordinate steps
Use Bk Parts	Use the various parts of a book as aids in locating information (e.g., title page, table of contents, preface, and index)
Referencing	Use various sources as aids in locating information (e.g., dictionary, telephone book, encyclopedia, newspaper)
Maps/Charts	Use graphic sources to get information (e.g., tables and lists, charts and graphs, maps and globes, pictures and diagrams, scale drawings, transportation schedules)
Total	Total test mastery

84.25

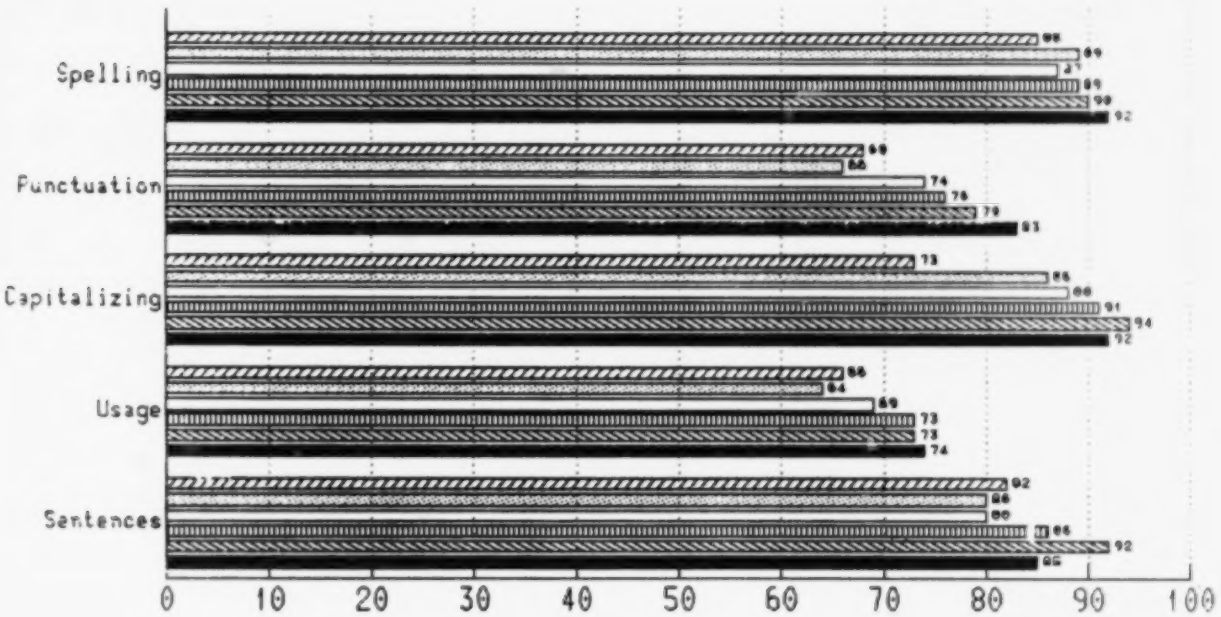


FIGURE 9, PART 1. WRITING GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Spelling	Demonstrate the correct spelling of commonly used words
Punctuation	Demonstrate knowledge of standard punctuation
Capitalizing	Demonstrate knowledge of standard uses of capitalization
Usage	Demonstrate knowledge of correct English usage
Sentences	Demonstrate the ability of control sentence structure

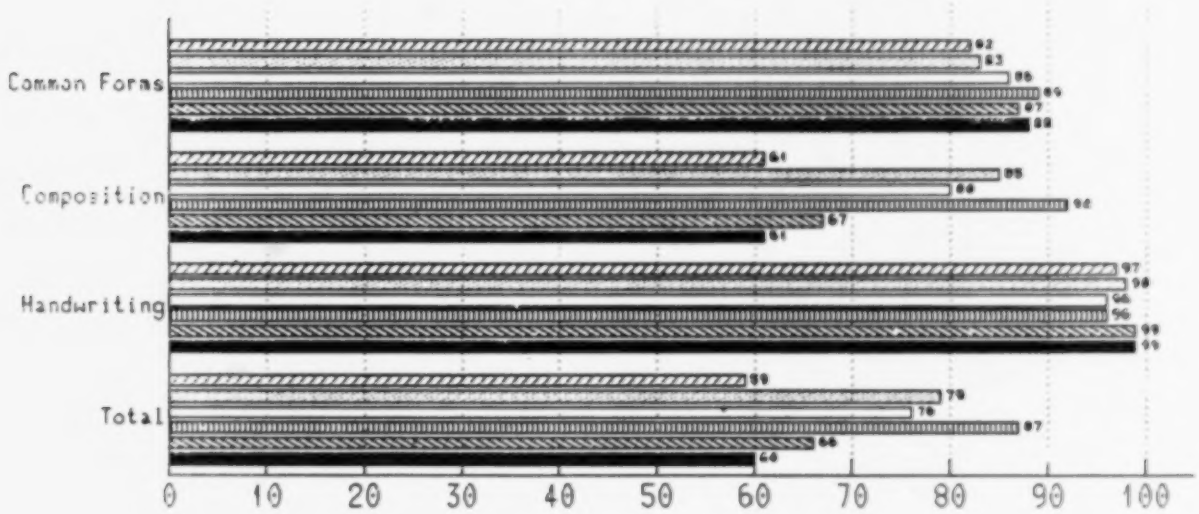


FIGURE 9, PART 2. WRITING GRADE 9
PERCENTAGE OF STUDENTS MASTERING OBJECTIVES
1980 THROUGH 1985.

Code	Objective
Common Forms	Demonstrate the ability to complete commonly used forms
Composition	Organize ideas in writing
	Respond appropriately to purpose and audience in a given writing situation
Handwriting	Use legible handwriting for effective communication
Total	Total test mastery

ATTACHMENT C
TABS

Exit-Level Mastery

STUDENTS DEMONSTRATING EXIT-LEVEL MASTERY

The exit-level mastery criterion established by the state for the TABS is 30 of 44 items (68%) answered correctly. For writing, students must score at least a 2 on the writing composition (0-4 scale) and answer correctly at least 15 of the 24 multiple-choice items.

The mastery criterion established by the state is lower than that established by Austin ISD for high school graduation. A minimum of 36 correct items in mathematics and 36 in reading is required for AISD graduation competency. Therefore, a student may master the TABS by state standards but still need to demonstrate a higher achievement level for graduation from AISD. This will no longer be the case with the state test, TEAMS, in 1985-86. Revised requirements are being developed by the District regarding graduation, to reflect the changes in state-required testing.

Figure C-1 shows the percentage of students in grades 9, 10, 11, and 12 mastering each section of the TABS, each of the years in which the tests have been given. Figure C-2 shows the percentage of students at each high school mastering each area of the TABS this year. Mastery of individual objectives by high school students is presented in the last section. The campus comparisons also include the percentage of students in grade 9 this year who were in the same junior high during 1981-82 and 1982-83 and who mastered the TABS objectives.

The goals of the State Board of Education are to have 85% of the exit-level students mastering mathematics and reading by 1983 and 85% mastering writing by 1985.

An examination of the percentage of students mastering the mathematics and reading sections of TABS shows that:

- For the first time since the TABS has been administered, grade 9 mastery in mathematics decreased. For the second time since 1980, the reading mastery at grade 9 decreased. The change from last year represents the largest decrease in reading observed to date in AISD.

- The percentage of first-time tested students mastering the TABS (all three content areas) continues to be higher than the percentage of retested students mastering the tests, as it has been every year since 1981.

- The mastery level of exit-level students tested for the first time is one percentage point below the 1983 goal in mathematics, five percentage points below the 1983 goal in reading, and 22 percentage points below the 1985 goal in writing.

GRADE		1980			1981			1982			1983			1984			1985		
		M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W
9	First Time	72	72	59	74	70	80	79	74	79	80	82	89	82	87	68	82	79	62
9	Retested				54	48	65	58	53	58	65	64	78	72	78	53	66	60	38
10	First Time				67	60	72	73	70	55	83	84	89	83	85	66	85	77	63
10	Retested				25	23	67	57	50	21	63	64	81	49	63	34	55	32	52
11	First Time							83	74	60	89	88	92	92	91	76	86	81	67
11	Retested							69	59	37	73	73	87	60	72	53	55	30	38
12	First Time										91	89	91	91	95	71	83	81	60
12	Retested										83	83	86	70	79	56	48	38	32

M = MATHEMATICS R = READING W = WRITING

FIGURE C-1. PERCENTAGE OF STUDENTS MASTERING TABS EXIT LEVEL. STUDENTS IN GRADES 9 THROUGH 12, FIRST TIME AND RETESTED. 1980-1985.

	ANDERSON	AUSTIN	CROCKETT	JOHNSON	JOHNSTON	LANIER	MCCALLUM	REAGAN	TRAVIS	AISD
MATHEMATICS										
1980	89% (1)	72% (4)	78% (3)	64% (7)	38% (9)	69% (8)	84% (2)	72% (5)	67% (6)	72%
1981	69% (7)	74% (4)	75% (3)	71% (6)	62% (9)	73% (5)	82% (1)	69% (7)	78% (2)	72%
1982	75% (6)	80% (2)	77% (5)	70% (9)	74% (7)	80% (2)	83% (1)	74% (7)	78% (4)	76%
1983	77% (6)	89% (3)	83% (1)	66% (9)	74% (8)	77% (2)	77% (5)	78% (5)	78% (4)	78%
1984	80% (5)	88% (1)	86% (2)	71% (9)	79% (7)	82% (4)	83% (3)	77% (8)	80% (5)	81%
1985	78% (6)	89% (1)	82% (4)	71% (9)	77% (7)	84% (3)	86% (2)	76% (8)	81% (5)	80%
READING										
1980	90% (1)	78% (3)	80% (2)	73% (5)	33% (9)	69% (7)	78% (4)	73% (5)	62% (8)	72%
1981	66% (5)	72% (3)	68% (6)	75% (2)	58% (8)	68% (6)	83% (1)	68% (7)	71% (4)	69%
1982	69% (6)	81% (1)	71% (4)	68% (7)	65% (9)	76% (7)	79% (2)	71% (4)	68% (7)	71%
1983	77% (6)	84% (1)	80% (4)	74% (9)	75% (8)	82% (3)	81% (2)	79% (5)	77% (6)	79%
1984	84% (9)	90% (1)	90% (1)	82% (8)	82% (8)	85% (3)	85% (3)	85% (5)	85% (5)	86%
1985	80% (4)	88% (1)	83% (2)	70% (9)	72% (8)	82% (3)	77% (5)	74% (7)	77% (5)	78%
WRITING										
1980	77% (1)	77% (3)	70% (7)	58% (5)	18% (9)	56% (7)	65% (4)	57% (6)	52% (8)	59%
1981	74% (8)	79% (5)	82% (3)	85% (2)	74% (8)	79% (5)	89% (1)	81% (4)	76% (7)	79%
1982	77% (4)	83% (1)	81% (2)	72% (8)	71% (9)	79% (3)	77% (4)	75% (6)	75% (6)	76%
1983	86% (8)	92% (1)	88% (3)	85% (7)	85% (7)	88% (5)	90% (2)	86% (5)	87% (5)	87%
1984	69% (4)	73% (2)	75% (1)	57% (8)	60% (7)	69% (4)	71% (3)	65% (6)	57% (8)	66%
1985	62% (5)	67% (2)	65% (3)	50% (8)	50% (8)	65% (3)	68% (1)	54% (7)	56% (6)	60%

FIGURE C-2. PERCENT OF STUDENTS MASTERING TABS AND RANKS FOR 1980 THROUGH 1985.

ATTACHMENT D
TABS

Summary by Ethnicity

SUMMARY BY ETHNICITY

This section of the report presents AISD performance results by ethnicity for students in grades 3, 5, and 9 in the years the test has been administered. Results by objective for five ethnic groups are presented in the full Tecnnical Report (ORE Publication 84.23), but because of the small number of Indian and Asian students, the following summary will only consider the results for Black, Hispanic, and White students in grades 3, 5, and 9.

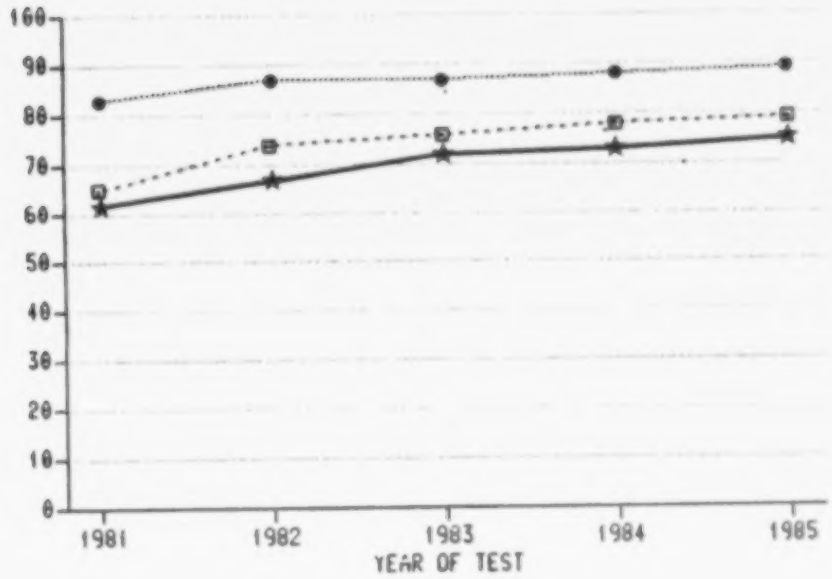
- In the three areas of the test, at all grade levels, White students performed higher than Black and Hispanic students.
- On the average, White students outperformed Hispanic students by 11 percentage points and Black students by 12 percentage points in grade 3. In grade 5, White students outperformed Hispanic students by 12 percentage points and Black students by 16 percentage points. In grade 9, White students outperformed Hispanic students by an average of 23 percentage points and Black students by 29.
- Overall, Hispanic students scored higher than Black students except for reading at grade 3, where Black students performed an average of two percentage points better.
- For the first time in four years, the gap between the ethnic groups appears not to have been lessened uniformly, and in some instances has increased (e.g., grade 3 writing and grade 9 reading and writing).

Following is a breakdown by ethnicity of the percentage of students mastering the TABS at grade 9 every year the test has been given.

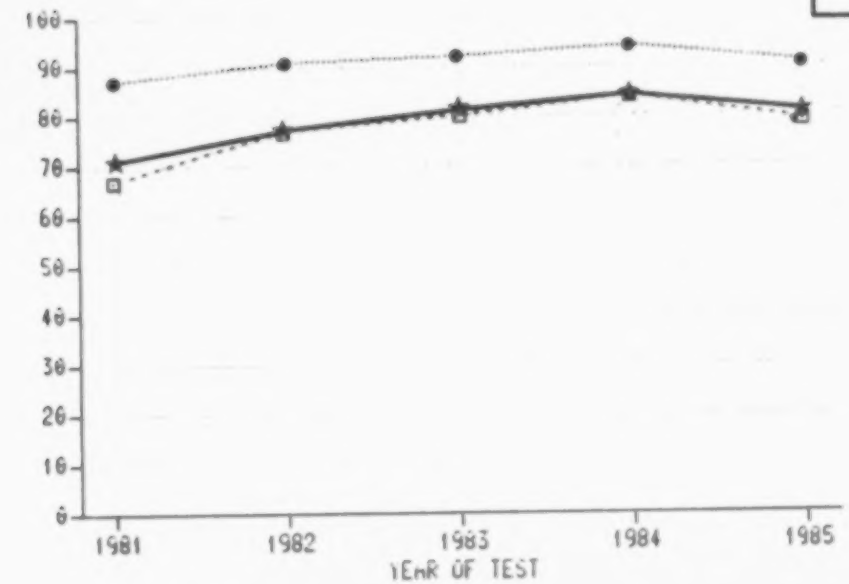
	1980	1981	1982	1983	1984	1985
MATHEMATICS						
White	85%	87%	88%	91%	91%	91%
Hispanic	59	59	67	69	73	71
Black	44	47	55	59	59	62
READING						
White	87	86	87	92	94	90
Hispanic	55	51	55	69	77	67
Black	46	45	49	64	74	63
WRITING						
White	73	90	89	93	76	72
Hispanic	43	69	65	82	58	46
Black	34	66	58	82	57	42

84.25

MATH, GRADE 3
Average Percentage of Students Mastering Objectives



READING, GRADE 3
Average Percentage of Students Mastering Objectives



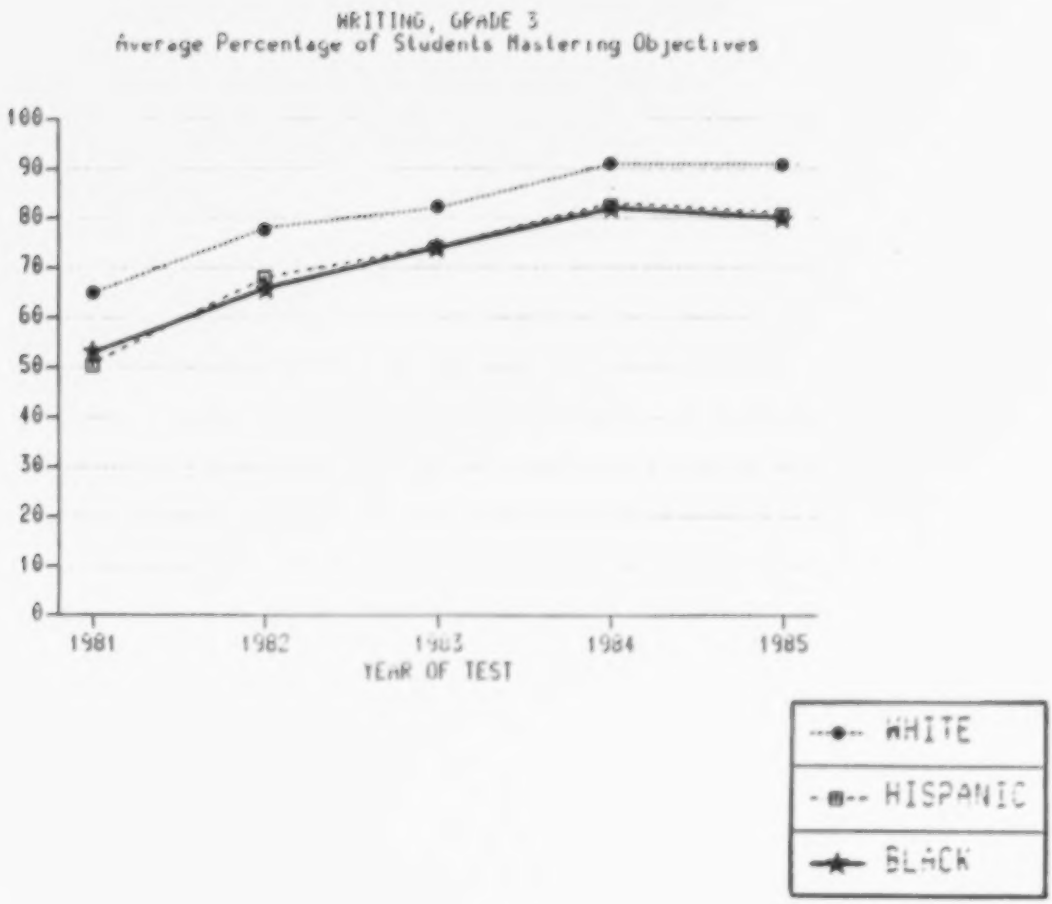
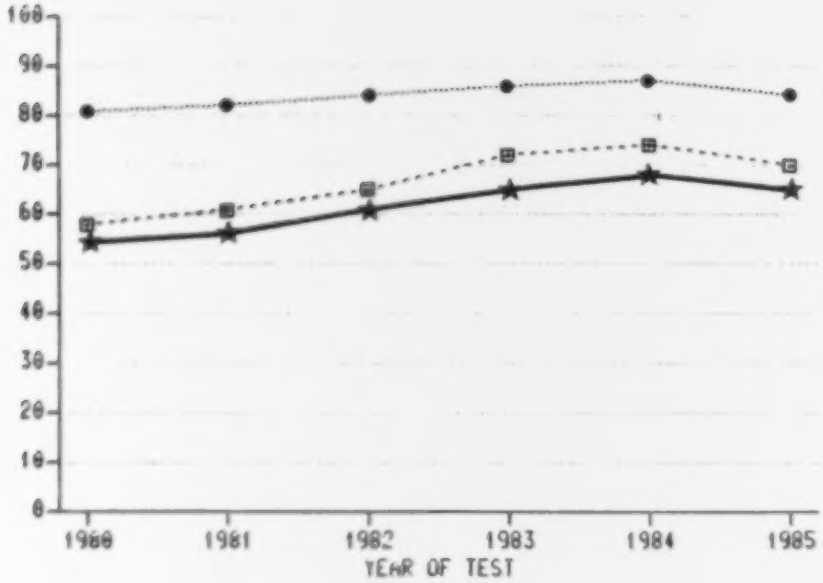
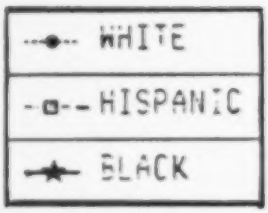


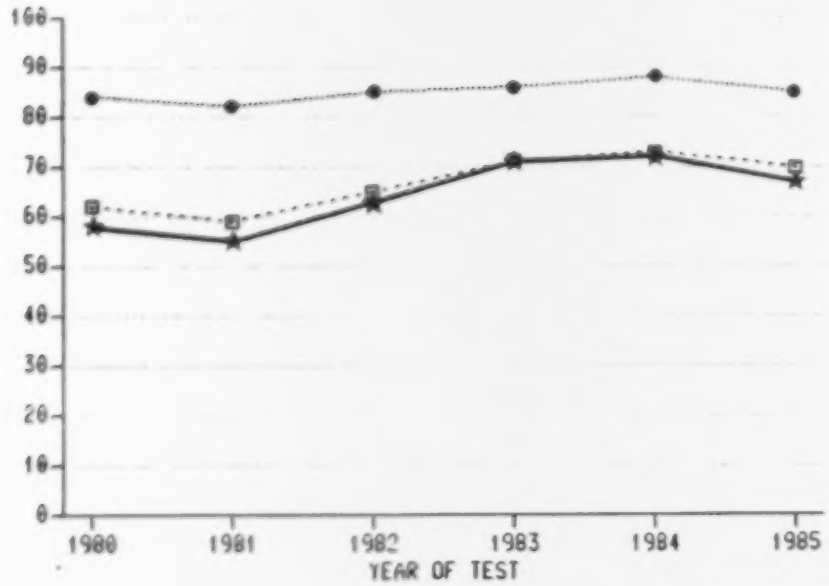
FIGURE D-1. AVERAGE PERCENTAGE OF STUDENTS BY ETHNICITY IN GRADE 3 MASTERING THE TABS OBJECTIVES.

MATH, GRADE 5
Average Percentage of Students Mastering Objectives





READING, GRADE 5
Average Percentage of Students Mastering Objectives



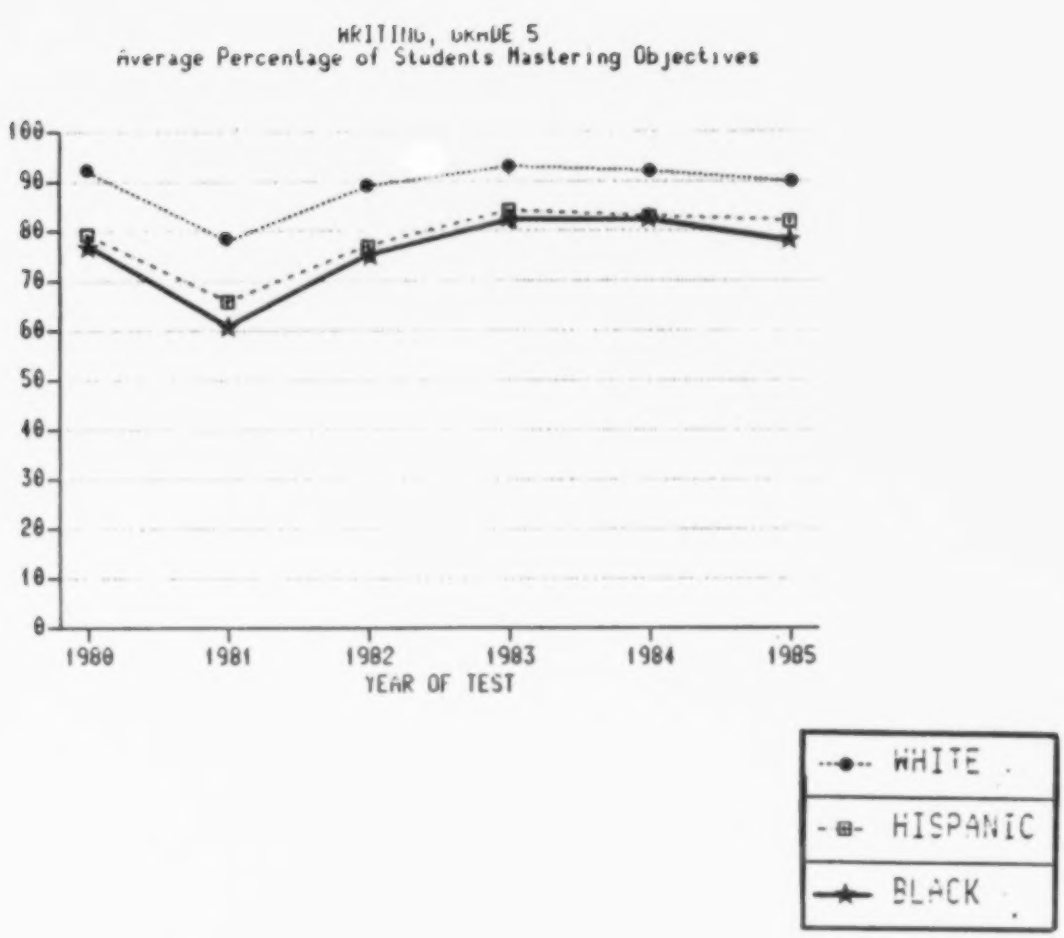
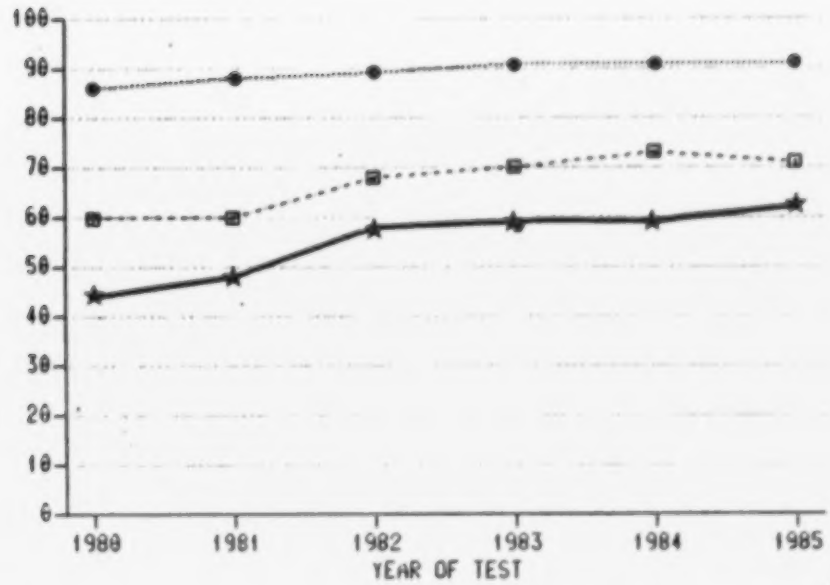
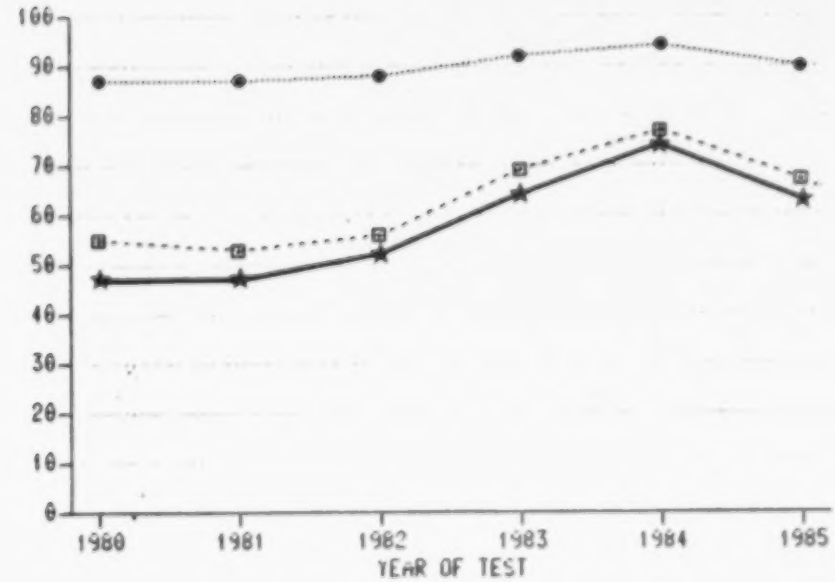


FIGURE D-2. AVERAGE PERCENTAGE OF STUDENTS BY ETHNICITY IN GRADE 5 MASTERING THE TABS OBJECTIVES.

MATH, GRADE 9
Percentage of Students Mastering Test



READING, GRADE 9
Percentage of Students Mastering Test



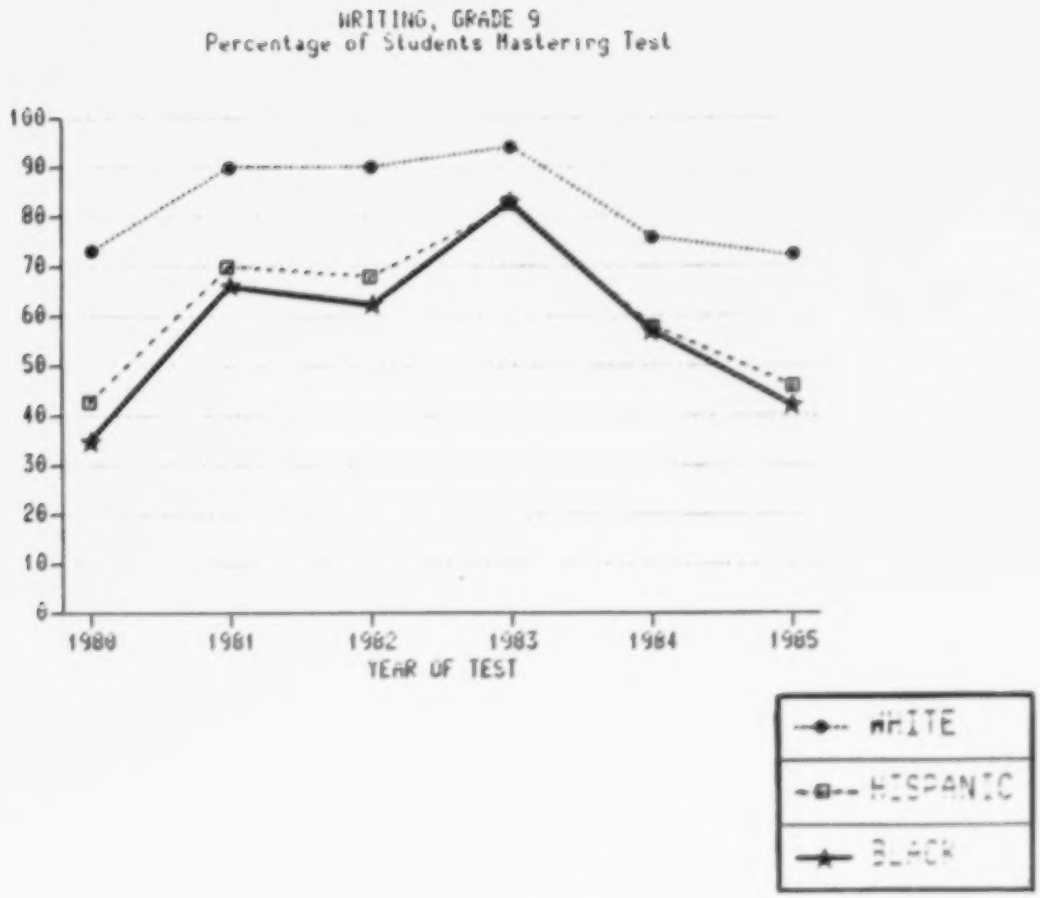


FIGURE D-3. AVERAGE PERCENTAGE OF STUDENTS BY ETHNICITY IN GRADE 9 MASTERING THE TABS OBJECTIVES.

ATTACHMENT E
TABS
TABS 1985 CAMPUS COMPARISONS

. Grade 3

. Grade 5

. Grade 9 by High School

. Grade 9 by Junior High School

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 3 TABS OBJECTIVES	ALLAN	ALLISON	ANDREWS	BARTON ACRES	BECKER	BRENTWOOD	BROWN	BRYKER WOODS	CASTLE	DAWSON	DOSS	GOVALLE	HARRIS	HIGHLAND PARK	HILL	HOUSTON	JOSLIN	LANGFORD	LEE	LINDER	MAPLEWOOD	MATHEWS	REDMACA	REITZ
MATHEMATICS																								
1. READ AND WRITE WHOLE NUMBERS	88	85	87	83	90	94	85	87	84	82	94	84	89	92	100	83	92	84	97	87	97	100	95	87
2. ORDER WHOLE NUMBERS	57	64	65	68	71	74	65	68	72	60	90	58	65	75	89	64	51	55	84	56	76	85	69	63
3. ADD WHOLE NUMBERS	85	90	88	90	90	91	83	90	90	85	99	82	89	89	96	92	95	82	95	80	92	98	95	86
4. SUBTRACT WHOLE NUMBERS	65	89	80	70	74	83	62	80	72	85	90	65	78	76	88	74	78	68	87	63	89	94	81	61
5. SOLVE WORD PROBLEMS: ADD/SUBTRACT	86	87	86	87	90	89	84	86	83	86	97	84	86	93	98	82	85	88	97	89	97	94	92	77
6. COMPLETE NUMBER PATTERNS	77	89	87	89	91	83	82	88	78	84	95	80	78	85	98	82	78	82	87	82	92	92	88	82
7. MULTIPLY WHOLE NUMBERS	93	89	93	89	91	89	87	88	86	98	97	89	94	95	100	91	92	86	100	90	95	98	96	94
8. IDENTIFY FRACTION PARTS	89	92	79	90	91	100	89	86	89	92	94	87	96	93	99	91	92	85	100	80	84	89	77	81
9. IDENTIFY VALUES OF MONEY	92	93	87	92	94	89	83	96	93	89	95	84	91	95	97	87	92	86	97	86	95	100	89	90
10. SELECT UNITS OF MEASURE	61	66	73	87	65	64	60	80	61	73	90	76	63	87	97	65	64	67	95	67	87	75	77	65
AVERAGE PERCENTAGE	79	84	83	85	85	86	78	85	81	83	94	79	83	88	96	81	82	78	94	78	90	93	86	79
READING																								
1. IDENTIFY MAIN IDEA	60	49	66	85	59	70	62	72	64	55	86	63	66	74	89	66	66	70	92	57	76	85	77	62
2. RECALL FACTS AND DETAILS	82	80	95	92	86	85	79	84	77	88	97	81	78	87	97	84	77	87	95	86	84	90	92	82
3. SEQUENCE EVENTS	64	66	73	83	66	70	67	78	62	56	87	69	68	73	91	72	67	73	84	69	87	88	79	62
4. FOLLOW WRITTEN DIRECTIONS	97	98	99	99	99	98	100	99	93	94	100	97	94	99	100	97	99	97	100	99	97	96	99	93
5. RECOGNIZE WORDS THROUGH PHONICS	92	87	96	94	91	96	93	94	87	93	96	92	89	99	99	92	89	92	100	96	100	88	97	88
6. USE CONTEXT CLUES	86	89	92	92	88	85	80	83	79	87	92	81	85	87	98	88	86	84	97	87	95	96	93	84
7. UNDERSTAND WORD STRUCTURE	85	87	94	83	88	96	79	88	76	83	94	85	81	83	98	85	84	82	100	95	89	88	92	80
8. RECOGNIZE WORDS BY SIGHT	95	93	99	97	95	100	93	91	88	95	97	91	93	90	99	96	95	94	97	96	95	94	100	86
AVERAGE PERCENTAGE	83	81	89	91	84	88	82	86	78	81	94	82	82	87	96	85	83	85	96	86	90	91	91	80
WRITING																								
1. SPELLING	97	95	99	99	100	100	97	96	91	93	100	97	98	99	100	97	96	99	97	99	100	94	99	92
2. PUNCTUATION	73	70	75	87	73	68	78	75	74	74	95	71	71	83	96	83	77	76	92	77	92	87	96	75
3. CAPITALIZATION	89	83	89	90	95	85	85	88	76	92	95	87	89	90	100	90	92	84	95	88	97	90	96	85
4. CORRECT ENGLISH USAGE	85	77	86	89	82	89	78	81	78	80	95	86	81	89	100	88	84	86	95	89	95	87	96	75
5. SENTENCE STRUCTURE	75	65	72	86	85	79	73	80	69	75	88	74	71	80	95	80	81	82	87	80	92	90	77	78
6. COMPOSITION	68	81	57	90	68	66	66	77	72	62	82	77	58	89	92	60	82	73	100	75	76	90	77	67
7. HANDWRITING	100	96	100	99	100	100	100	100	100	100	100	99	99	99	100	98	97	99	100	98	97	98	100	100
AVERAGE PERCENTAGE	84	81	83	91	86	84	82	85	80	82	94	84	81	90	98	85	87	86	95	87	93	91	92	82

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 3

GRADE 3 TABS OBJECTIVES	NORMAN	OAK HILL	OAK SPRINGS	ODOM	PEASE	PECAN SPRINGS	PILLOW	PLEASANT HILL	RETLEY	RIDGETOP	ROSEWOOD	ST ELMO	SANCHEZ	STEM	SUMMIT	SUNSET VALLEY	TRAVIS HEIGHTS	WILLIAMS	WINN	WOOTEN	ZILKER	TOTAL AISD
MATHEMATICS																						
1. READ AND WRITE WHOLE NUMBERS	82	91	87	90	97	93	90	90	92	91	94	93	94	82	92	88	88	88	90	90	80	89
2. ORDER WHOLE NUMBERS	73	74	65	76	74	62	78	75	63	72	74	78	77	50	77	63	62	68	63	58	47	67
3. ADD WHOLE NUMBERS	82	90	81	93	92	82	97	93	88	94	97	89	91	87	91	88	82	85	86	91	82	88
4. SUBTRACT WHOLE NUMBERS	64	76	61	71	63	74	86	75	76	72	79	77	85	74	80	77	64	68	72	77	56	74
5. SOLVE WRD PROBLEMS: ADD/SUBTRACT	89	89	84	86	89	90	82	94	90	84	100	92	90	79	89	78	88	88	80	89	84	87
6. COMPLETE NUMBER PATTERNS	82	90	82	81	95	86	85	92	90	88	94	91	93	77	90	75	87	83	78	75	78	84
7. MULTIPLY WHOLE NUMBERS	88	91	94	88	95	94	97	98	92	91	94	97	94	92	96	96	91	93	84	93	96	92
8. IDENTIFY FRACTION PARTS	86	92	90	96	95	83	87	99	93	88	97	97	92	82	93	88	77	92	91	81	98	89
9. IDENTIFY VALUES OF MONEY	77	90	84	92	95	93	88	89	85	94	85	95	91	79	88	85	96	94	84	87	82	90
10. SELECT UNITS OF MEASURE	45	84	69	78	74	68	73	62	75	81	41	86	66	50	80	65	71	75	69	65	64	71
AVERAGE PERCENTAGE	79	87	80	85	87	82	86	87	84	86	86	90	87	75	88	80	81	83	80	81	77	83
READING																						
1. IDENTIFY MAIN IDEA	59	80	63	68	81	66	75	67	61	66	44	70	73	61	77	62	65	73	67	60	58	68
2. RECALL FACTS AND DETAILS	80	90	80	82	89	90	89	86	86	66	71	88	85	81	92	81	82	88	77	86	78	85
3. SEQUENCE EVENTS	71	76	71	65	81	77	81	75	64	59	50	79	67	63	83	66	67	76	66	67	67	71
4. FOLLOW WRITTEN DIRECTIONS	96	99	95	97	97	100	98	99	98	94	97	100	100	98	100	99	99	99	99	100	93	98
5. RECOGNIZE WORDS THROUGH PHONICS	89	98	93	94	95	95	92	95	90	91	88	96	96	94	96	87	94	95	87	91	91	93
6. USE CONTEXT CLUES	84	90	88	87	89	93	90	92	85	88	76	89	82	69	92	84	83	91	85	86	69	87
7. UNDERSTAND WORD STRUCTURE	80	90	82	85	89	90	88	89	88	84	65	90	83	74	96	84	85	90	80	87	76	86
8. RECOGNIZE WORDS BY SIGHT	91	95	94	91	97	95	97	96	88	88	100	99	93	85	99	92	93	97	95	95	96	94
AVERAGE PERCENTAGE	81	90	83	84	85	88	89	87	83	80	74	89	85	78	92	82	84	89	82	84	79	85
WRITING																						
1. SPELLING	98	98	96	97	97	95	91	99	95	97	91	99	97	97	100	98	99	99	99	96	93	97
2. PUNCTUATION	86	85	73	80	84	72	85	81	83	71	88	88	76	66	86	76	85	84	74	84	67	79
3. CAPITALIZATION	91	93	89	84	87	90	92	92	92	77	97	96	91	81	92	87	87	94	85	91	80	89
4. CORRECT ENGLISH USAGE	79	94	80	83	87	74	91	86	92	81	62	92	84	71	91	85	89	90	77	81	78	85
5. SENTENCE STRUCTURE	75	87	71	74	79	82	89	76	78	81	74	80	74	77	92	78	81	86	78	75	64	79
6. COMPOSITION	79	81	39	67	42	70	78	42	80	68	79	84	72	40	88	71	70	53	54	56	64	70
7. HANDWRITING	100	100	100	100	100	100	98	100	100	100	100	99	100	100	100	99	99	100	100	100	100	99
AVERAGE PERCENTAGE	87	91	78	84	82	83	89	82	89	82	84	91	85	76	93	85	87	87	81	83	78	85

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 5 TABS OBJECTIVES	BARRINGTON	BECKER	BLACKSHEAR	BLANTON	BRENTWOOD	BROOKE	BROWN	CAMPBELL	COOK	CUNNINGHAM	DAWSON	DOSS	GRAHAM	GULLETT	HOUSTON	JOSLIN	LANGFORD	LINDSEY	LINE	MAPLEWOOD	MATHEWS
MATHEMATICS																					
1. GEOMETRIC TERMS AND FIGURES	54	37	66	35	53	61	54	37	45	87	52	69	46	60	63	51	50	72	61	37	41
2. INTERPRET PLACE VALUE	69	66	61	69	53	56	59	53	60	71	63	79	50	76	64	57	63	70	93	63	70
3. ADD WHOLE NUMBERS	88	70	85	81	80	84	88	87	82	93	88	99	80	91	89	87	81	86	84	80	89
4. SUBTRACT WHOLE NUMBERS	83	86	69	70	78	76	80	77	71	84	79	89	60	82	77	79	80	75	91	86	76
5. MULTIPLY WHOLE NUMBERS	78	81	72	74	73	76	81	74	76	87	77	95	69	85	85	69	75	74	91	76	85
6. DIVIDE WHOLE NUMBERS	64	76	65	64	69	69	75	71	69	79	73	93	57	79	75	66	69	59	88	69	70
7. SOLVE WORD PROBLEMS: ADD/SUBTRACT	78	89	85	76	93	85	86	78	83	92	79	92	86	86	88	96	85	87	95	84	87
8. SOLVE WORD PROBLEMS: MULTIPLY/DIVIDE	49	56	57	45	64	60	56	53	51	78	49	84	52	69	56	58	63	66	72	55	74
9. SELECT UNITS OF MEASURE	89	94	91	88	91	81	85	91	90	92	79	97	88	95	91	88	93	91	95	82	87
10. INTERPRET GRAPHS	91	93	93	91	100	86	93	88	91	100	94	98	92	96	91	94	95	96	98	94	85
11. IDENTIFY EQUIVALENT FRACTIONS	41	59	56	33	60	40	59	46	45	72	36	82	44	62	63	56	50	66	72	47	69
12. ORDER WHOLE NUMBERS	92	96	89	80	93	80	75	90	88	94	87	95	86	88	92	89	91	88	93	86	80
AVERAGE PERCENTAGE	71	79	74	66	76	71	74	70	71	86	71	89	68	81	78	73	75	78	87	72	76
READING																					
1. IDENTIFY MAIN IDEA	45	57	56	59	54	56	60	56	59	71	54	85	51	76	60	65	68	62	72	50	72
2. RECALL FACTS, DETAILS	67	69	75	65	80	73	71	75	71	78	80	86	74	87	71	76	81	71	93	75	87
3. SEQUENCE EVENTS	66	72	74	66	72	71	83	77	73	83	74	86	71	85	69	76	83	74	84	73	81
4. DISTINGUISH FACT, NON-FACT	54	56	67	50	67	51	55	52	61	72	64	96	63	66	64	69	67	59	84	63	70
5. DRAW CONCLUSIONS	47	49	62	55	65	59	57	60	59	70	59	80	54	75	54	68	72	63	65	63	81
6. PREDICT OUTCOMES	51	59	57	52	61	60	59	61	60	76	69	83	57	77	56	60	65	58	79	52	85
7. USE CONTEXT CLUES	95	99	95	94	91	88	97	97	93	97	93	98	92	97	96	97	99	95	100	88	96
8. USE INDEX	81	88	84	79	91	87	95	84	89	94	85	98	85	90	87	86	89	91	88	81	98
9. USE MAPS, CHARTS	88	91	89	77	93	88	90	88	84	91	89	95	86	90	84	91	92	91	95	83	100
10. FOLLOW WRITTEN DIRECTIONS	84	90	83	81	91	81	90	77	86	93	81	92	86	90	86	85	91	80	95	88	87
11. IDENTIFY CHARACTER FEELINGS	69	72	79	71	83	73	76	86	76	86	77	97	77	87	79	85	87	75	88	79	89
AVERAGE PERCENTAGE	69	72	75	68	77	72	76	74	74	83	75	89	73	84	73	78	81	74	86	72	86
WRITING																					
1. SPELLING	98	99	96	98	98	96	100	97	97	98	95	97	95	99	99	99	99	100	98	94	96
2. PUNCTUATION	63	64	63	50	72	61	64	52	63	76	54	85	64	69	58	69	72	64	81	52	65
3. CAPITALIZATION	89	90	91	82	89	85	86	81	86	91	87	96	87	96	89	84	97	87	91	81	90
4. CORRECT ENGLISH USAGE	67	71	74	61	79	69	72	71	70	82	72	92	68	85	70	78	78	75	93	65	81
5. SENTENCE STRUCTURE	81	87	87	71	90	81	96	81	81	90	76	93	78	90	85	86	91	91	91	83	94
6. COMMONLY USED FORMS	89	91	93	83	89	87	98	87	87	92	93	99	93	95	92	93	97	91	98	94	98
7. COMPOSITION	83	77	69	74	73	69	74	86	63	88	71	94	77	79	70	72	77	66	93	67	73
8. HANDWRITING	100	100	99	100	100	100	98	98	93	99	97	100	100	100	100	99	99	100	100	98	100
AVERAGE PERCENTAGE	84	85	84	77	85	82	85	82	81	90	81	93	83	89	83	85	89	84	93	79	87

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 5 TABS OBJECTIVES	MENCHACA	OAK HILL	UDDEN	ORTEGA	PEASE	PLEASANT HILL	READ	REILLY	RIDGETOP	ST ELMO	TRAVIS HEIGHTS	WALNUT CREEK	WEBB	WILLIAMS	WOODRIDGE	ZAVALA	ZILKER	TOTAL AISD
MATHEMATICS																		
1. GEOMETRIC TERMS AND FIGURES	53	60	52	56	56	69	69	61	22	83	51	83	79	71	50	39	43	58
2. INTERPRET PLACE VALUE	65	78	69	73	62	83	67	64	38	75	68	58	63	72	45	54	60	63
3. ADD WHOLE NUMBERS	86	84	86	87	97	90	91	84	78	92	81	85	88	92	88	83	87	87
4. SUBTRACT WHOLE NUMBERS	75	83	79	77	90	93	77	68	53	88	69	76	82	81	73	75	72	78
5. MULTIPLY WHOLE NUMBERS	84	84	80	68	95	98	79	80	63	88	69	77	80	89	74	79	77	79
6. DIVIDE WHOLE NUMBERS	84	81	76	67	85	89	70	71	59	92	59	73	79	80	68	73	72	73
7. SOLVE WORD PROBLEMS: ADD/SUBTRACT	88	90	83	71	90	92	85	88	78	86	84	80	88	88	80	80	81	85
8. SOLVE WORD PROBLEMS: MULTIPLY/DIVIDE	68	78	62	57	72	72	59	75	38	66	56	65	60	73	49	51	62	61
9. SELECT UNITS OF MEASURE	93	94	93	87	92	89	95	93	91	86	95	91	88	99	88	88	83	90
10. INTERPRET GRAPHS	95	99	96	80	97	100	96	95	100	97	95	94	94	97	91	85	83	94
11. IDENTIFY EQUIVALENT FRACTIONS	49	60	60	44	67	75	64	61	19	72	36	55	69	68	41	42	36	55
12. ORDER WHOLE NUMBERS	86	95	95	88	97	97	91	91	81	94	89	91	90	97	87	80	85	90
AVERAGE PERCENTAGE	77	82	78	71	83	88	79	78	60	85	71	77	80	84	70	69	70	76
READING																		
1. IDENTIFY MAIN IDEA	77	77	57	57	79	71	64	63	39	72	57	47	63	77	60	47	65	63
2. RECALL FACTS, DETAILS	74	81	76	69	87	84	76	73	55	82	64	68	80	82	69	65	74	75
3. SEQUENCE EVENTS	84	85	76	80	85	87	74	71	73	80	77	80	75	85	68	60	74	76
4. DISTINGUISH FACT, NON-FACT	84	77	65	65	69	77	60	75	61	66	57	52	68	79	53	56	65	64
5. DRAW CONCLUSIONS	81	76	64	64	77	75	66	63	52	66	62	58	64	71	50	50	65	63
6. PREDICT OUTCOMES	70	80	61	65	85	79	66	61	55	60	63	48	62	78	55	51	70	64
7. USE CONTEXT CLUES	96	99	98	92	97	99	97	100	94	98	96	89	93	97	93	88	89	95
8. USE INDEX	86	90	91	81	97	90	86	89	85	89	84	83	90	92	88	86	85	88
9. USE MAPS, CHARTS	88	94	90	89	92	97	88	86	79	94	85	86	90	96	84	83	80	89
10. FOLLOW WRITTEN DIRECTIONS	86	95	89	78	95	95	88	88	76	91	88	82	86	94	84	85	78	87
11. IDENTIFY CHARACTER FEELINGS	89	91	77	82	87	89	79	82	76	85	75	77	78	93	77	67	85	80
AVERAGE PERCENTAGE	83	86	77	75	86	86	77	77	68	81	73	70	77	86	71	67	75	77
WRITING																		
1. SPELLING	98	99	98	97	97	99	99	98	94	100	99	98	96	99	99	97	98	98
2. PUNCTUATION	78	72	59	50	77	70	63	71	42	83	60	67	63	70	58	50	63	64
3. CAPITALIZATION	93	93	91	84	87	90	89	93	84	94	86	88	90	95	85	80	85	89
4. CORRECT ENGLISH USAGE	80	85	71	70	95	89	74	79	65	85	79	68	81	88	64	71	78	76
5. SENTENCE STRUCTURE	89	94	89	78	90	94	86	91	71	89	79	83	88	93	80	79	85	85
6. COMMONLY USED FORMS	93	96	90	86	100	96	89	96	81	94	90	88	94	97	91	83	83	91
7. COMPOSITION	87	84	58	66	95	90	73	70	65	85	79	76	78	87	79	81	89	77
8. HANDWRITING	100	100	98	99	100	99	99	98	100	100	100	100	98	99	100	100	98	99
AVERAGE PERCENTAGE	90	90	82	79	93	90	84	87	75	91	84	84	86	91	82	80	85	85

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE 9 TABS OBJECTIVES	ANDERSON	AUSTIN	CROCKETT	JOHNSON	JOHNSTON	JONES	MCCALLUM	REAGAN	TRAVIS	W B ROBBINS	GIBLIN-ONE	KEALING	SHOAL CREEK	RIO GRANDE	TOTAL 4TH
MATHEMATICS															
1. ADD/SUPTRACT WHOLE NUMBERS	95	97	95	94	95	95	95	95	96	94	83	92	88	100	95
2. MULTIPLY/DIVIDE WHOLE NUMBERS	89	95	91	90	91	93	92	88	92	76	50	83	75	0	91
3. SOLVE PROBLEMS: ADD/SUB./MULT./DIVIDE	74	82	73	58	71	77	75	67	75	60	50	50	50	0	73
4. USE FRACTIONS/MIXED NUMBERS: ADD/SUB./MULT.	74	82	76	60	64	76	75	59	67	41	33	33	63	0	70
5. USE DECIMALS: ADD/SUB./MULT./DIVIDE	82	89	82	69	79	86	85	73	80	70	67	58	63	0	81
6. SOLVE PERSONAL FINANCE PROBLEMS	52	67	55	43	49	58	63	48	52	40	33	50	25	100	54
7. FIND TOTAL DOLLAR AMOUNT/CHANGE	88	94	90	84	88	91	91	90	88	86	50	83	75	100	89
8. USE MEASUREMENT UNITS	81	88	79	68	78	78	83	80	79	67	50	67	63	0	79
9. USE RATIO/PROPORTION/PERCENT	51	62	49	36	47	57	59	44	49	43	17	33	0	0	50
10. DETERMINE DISTANCE/LOCATION ON MAPS	87	94	89	82	88	88	90	89	89	84	50	58	50	0	89
11. READ, INTERPRET CHARTS/GRAPHS	95	98	95	91	92	96	96	92	96	89	67	100	75	100	95
TOTAL MATHEMATICS	79	89	82	71	77	84	86	76	81	67	50	50	50	0	80
READING															
1. IDENTIFY MAIN IDEA	73	84	78	65	70	73	74	70	72	70	50	42	38	0	73
2. SEQUENCE EVENTS	72	81	69	59	62	72	71	68	66	61	50	42	50	100	69
3. PERCEIVE CAUSE - EFFECT	77	86	81	71	71	80	78	73	77	77	50	42	38	100	77
4. EVALUATE INFORMATION	76	87	75	64	67	78	73	71	74	67	50	50	50	100	74
5. DISTINGUISH FACT, NON-FACT	72	83	75	60	67	73	76	69	69	66	50	58	50	100	72
6. DRAW CONCLUSIONS	73	84	77	65	68	76	72	67	71	69	50	58	25	100	73
7. MAKE GENERALIZATIONS	69	79	75	63	68	71	70	64	69	62	50	67	38	100	70
8. FOLLOW WRITTEN DIRECTIONS	95	97	96	90	92	95	96	91	95	87	83	100	100	100	94
9. USE PARTS OF BOOK	75	80	76	66	71	75	82	66	72	67	50	50	63	100	74
10. USE REFERENCE SKILLS	90	95	90	86	80	91	88	89	88	82	50	75	100	100	88
11. USE MAPS, CHARTS	87	89	87	77	79	87	83	82	82	82	50	67	75	100	84
TOTAL READING	80	88	83	70	72	82	77	74	77	72	50	50	50	100	78
WRITING															
1. SPELLING	93	95	92	92	88	92	95	91	89	91	67	92	100	100	92
2. PUNCTUATION	84	86	88	79	84	85	84	77	81	73	83	83	63	0	83
3. CAPITALIZATION	92	96	95	91	92	93	92	88	90	84	67	92	38	100	92
4. CORRECT ENGLISH USAGE	74	84	77	69	77	73	76	68	70	64	50	50	63	0	74
5. SENTENCE STRUCTURE	85	92	87	82	83	87	84	85	82	84	67	67	63	0	85
6. COMMONLY USED FORMS	86	95	94	82	82	90	85	85	90	88	83	83	75	100	88
7. COMPOSITION	63	69	66	52	52	66	70	54	57	36	50	58	25	100	61
8. HANDWRITING	99	100	100	99	99	99	98	98	98	96	100	100	100	100	99
TOTAL WRITING	62	67	65	50	50	65	68	54	56	36	50	50	25	100	60

PERCENTAGE OF STUDENTS DEMONSTRATING MASTERY

GRADE EXIT LEVEL TABS OBJECTIVES	BEDICHEK	BURNET	DOBIE	FULMORE	LANIER	MARTIN	MCCALLUM	O HENRY	PEARCE	PORTER	ROBBINS	TOTAL AISD
MATHEMATICS												
1. ADD/SUBTRACT WHOLE NUMBERS	97	95	96	96	97	95	94	96	95	97	100	96
2. MULTIPLY/DIVIDE WHOLE NUMBERS	93	94	93	94	92	90	93	95	93	93	100	93
3. SOLVE PROBLEMS: ADD/SUB./MULT./DIVIDE	77	80	74	76	73	78	75	79	64	78	67	76
4. USE FRACTIONS/MIXED NUMBERS: ADD/SUB./MULT.	78	76	71	73	72	80	70	84	67	78	0	76
5. USE DECIMALS: ADD/SUB./MULT./DIVIDE	87	87	83	85	78	88	81	84	74	83	100	83
6. SOLVE PERSONAL FINANCE PROBLEMS	58	62	57	51	60	57	54	59	50	57	67	57
7. FIND TOTAL DOLLAR AMOUNT/CHANGE	93	93	93	89	89	92	86	92	87	88	100	90
8. USE MEASUREMENT UNITS	83	79	82	77	83	83	81	87	75	82	33	81
9. USE RATIO/PROPORTION/PERCENT	52	57	46	53	54	58	55	58	39	53	67	53
10. DETERMINE DISTANCE/LOCATION ON MAPS	92	90	94	91	89	91	91	91	84	90	100	90
11. READ, INTERPRET CHARTS/GRAPHS	96	97	99	97	95	97	96	97	93	96	100	96
TOTAL MATHEMATICS	86	86	85	84	83	84	79	88	75	83	100	84
READING												
1. IDENTIFY MAIN IDEA	81	73	74	77	74	78	79	81	69	80	100	77
2. SEQUENCE EVENTS	71	73	76	70	70	78	70	77	64	72	75	72
3. PERCEIVE CAUSE - EFFECT	81	80	81	81	78	84	78	84	71	79	100	80
4. EVALUATE INFORMATION	78	82	80	75	74	81	75	83	69	78	75	78
5. DISTINGUISH FACT, NON-FACT	77	76	75	70	78	79	77	82	65	78	100	76
6. DRAW CONCLUSIONS	76	78	79	77	74	81	72	80	68	77	50	76
7. MAKE GENERALIZATIONS	76	66	73	75	70	74	72	78	68	77	100	73
8. FOLLOW WRITTEN DIRECTIONS	96	96	96	96	96	97	95	97	91	97	75	96
9. USE PARTS OF BOOK	79	77	75	74	79	82	79	80	68	78	50	77
10. USE REFERENCE SKILLS	91	92	93	91	89	94	90	91	88	89	75	91
11. USE MAPS, CHARTS	89	90	89	84	84	90	86	90	78	86	100	87
TOTAL READING	85	83	86	83	79	86	81	86	72	85	100	83
WRITING												
1. SPELLING	92	96	95	90	95	94	88	97	91	94	100	93
2. PUNCTUATION	89	88	85	87	86	87	84	85	81	88	67	86
3. CAPITALIZATION	96	95	97	93	92	95	94	97	93	96	100	95
4. CORRECT ENGLISH USAGE	84	80	76	77	79	77	80	84	71	77	100	79
5. SENTENCE STRUCTURE	89	88	92	86	85	89	87	92	84	89	100	88
6. COMMONLY USED FORMS	92	88	93	90	87	91	84	92	84	91	100	90
7. COMPOSITION	65	68	70	61	69	73	57	64	52	63	33	65
8. HANDWRITING	99	100	100	98	100	100	99	100	100	100	100	100
TOTAL WRITING	85	87	70	60	68	72	56	64	51	63	33	64

AUSTIN INDEPENDENT SCHOOL DISTRICT

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